

**San José State University**  
**Humanities and Arts**  
**English 1AF & English 1AS, Stretch English I and II**  
**Section 40, Fall 2016 & Spring 2017**

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<b>Office Hours:</b>	MW 10:30-11:30 and by appointment
<b>Class Days/Time:</b>	MW 1:30-2:45 [This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn CR in fall.]
<b>Classroom:</b>	Boccardo Business Center 120
<b>Prerequisites:</b>	Directed Self Placement is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

### **What We Will Explore Together in This Section of Stretch:**

*"When you're writing, you're trying to find out something which you don't know. The whole language of writing for me is finding out what you don't want to know, what you don't want to find out. But something forces you to anyway."—James Baldwin*

In this class we will explore global citizenship and how literacy plays a role in a democratic society. Reading and writing are a vital part of how citizens can actively engage in a democracy and it is also how students become active participants in an academic community. As Baldwin reminds us, reading and writing are a form of inquiry into the unknown.

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

SJSU studies include an emphasis on diversity. I chose the *New York Times* as the main text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

### **What You Will Learn in Stretch English I and II**

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

## GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. 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
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus: <http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>

Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment (Word Count)	Total Words	Assignment Type	Term	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1: (600)	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2: (750)			F	
	Essay 3: (750)			S	
<b>Data-driven analyses</b>	Personal Essay (1000)	2800	out of class writing	F	GELO 2, 3, 5
	Interview Project (1000)			S	
	Ethnography Project (800)			S	
<b>Major Essays</b>	Op-Ed (750 )	2950	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay (1000)			S	
	Critical Essay (1200)			S	
<b>Portfolio/self-reflection essays</b>	Midyear (750)	1750	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final (1000 )			S	

**Table 1:** Summary of Writing Assignments for Stretch English I and II.

### How to prepare for class sessions.

This year we will collaborate to answer the question: What is the relationship between 21<sup>st</sup> century-literacies and democratic engagement in a global world? We will use reading and writing to collaborate in researching this question, and writing about it. You will come to class everyday ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this class work to your Canvas account, or to your laptop, or both. So you will want to bring your own laptop or tablet. (Laptops and tablets are also available to be checked out in the library.)

### How to stay abreast of course assignments and materials.

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on the Canvas learning management system course website. You are responsible to check the messaging system through MySJSU to learn of any updates to our schedule.

## Where to purchase the texts you will need

Reading is an integral part of writing. Reading for this course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times* as well as articles and essays on literacy and democracy. The following texts are part of the extended investigation we will conduct this year into the relationship between literacy and democracy; reading these texts, you will practice reading to learn, to reflect, and to respond. All of these reading resources are required.

### ***From the Bookstore, or from Amazon.com***

The following textbooks are available through the Spartan Bookstore, or through Amazon. Ballenger, Bruce. *The Curious Writer*, Brief Edition, 4/E.

ISBN-13: 9780205876655

Wolfe, Naomi, *Give Me Liberty, A Handbook for American Revolutionaries*

### ***Reading about Our Theme (in Canvas)***

Other readings (newspaper articles, public speeches, and scholarly articles) on your theme are located on Canvas, among the Assignments. These shared readings will help us to develop a shared context of reading to inform our arguments.

### ***Participation in Canvas Discussion Boards***

This course requires daily reading and writing. As a measure of your progress on this daily work, you will make posts on the Canvas discussion boards that I have set up. These posts will be used as the basis of discussion in class.

## **The Work You Will Do in This Course: An Overview**

***The Core Stretch Curriculum.*** Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

Stretch English I and II, Engl 1AF & Engl 1AS, Fall 201

## ***Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)***

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability to:

### **Read to learn:**

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

### **Read to write:**

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

### **Write with an increased awareness of the process:**

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

### **Read and write with an increased awareness of the language you use:**

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);

### **Reflect on and assess your own writing, process and product, to**

### ***Midyear and Year-End Self-Reflection and Portfolio Review***

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

### ***Our Daily Learning Activities.***

The schedule of reading and writing assignments at the end of this syllabus breaks this work down into daily activities you will engage both in and out of class.

### ***The Time You Will Spend on This Work***

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend *a minimum* of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

### **How Your Work Will Be Assessed and Graded in This Course**

*More guidelines on grading information and class attendance can be found from the following two university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer: they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

### ***Feedback for Individual Assignments***

We will both assess as well how effectively your finished writing is achieving the goals outlined for the course; this part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty-two weeks of instruction.

*Scoring Guide:* For each assignment, you will be given a scoring guide that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process completed and as a product of that process. As your writing coach, I will mark essays and make notes for revision on the scoring guide.

*Cover Sheet:* Because we have “stretched” the English 1A curriculum to a year, each assignment is the result of weeks of work you will have completed both in class and out of class: when you submit your work for my evaluation, you will account for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

### ***Weighted Assignments to Determine Grades***

**Fall 2015:** Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

<b>Item</b>	<b>% of Course Grade</b>	<b>Word Count*</b>	<b>Type of Assignment</b>		
Critical Reading/Reflection 1	3%	600	in-class		
Personal Essay	5%	(1000)	out of class		
Op-Ed Piece	8%	(1000)	out of class		
Critical Reading/Reflection 2	5%	750	in-class		
Self-Reflection/Midyear Portfolio	8%	750	in-class		
Participation in Canvas Discussion Boards	8%	N/A	N/A	<b>Fall Total</b>	<b>[37%]</b>

**Spring 2016:** A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

<b>Item</b>	<b>% of Course Grade</b>	<b>Word Count*</b>	<b>Type of Assignment</b>
Interview Transcript	3%	1000	out of class
Profile Essay	10%	1000	out of class
Ethnography Presentation	5%	800	out of class
Critical Reading/Reflection 3	8%	750	in-class

Critical Essay	15%	1200	out of class	
Self-Reflection/Final Portfolio	15%	1000	out of class	
Participation in Canvas Discussion Boards [63%]		7%	N/A	in-class
				<b>Spring Total</b>

**Word Count/ Fall and Spring: 9550 (5150 finished writing)**

### *How I Calculate Course Grades*

Course grades are based on the grades you earn on the work you produce; note that these grades are not averaged but weighted to determine the final grade.

#### **Final Grade Calculations:**

**A+ = 100-97%**

**A = 96-93%**

**B+ = 89-87%**

**B = 86-83%**

**B- = 82-80%**

**C+ = 79-77%**

**C = 76-73%**

**C- = 72-70%**

**D+ = 69-67%**

**D = 66-63%**

**D- = 62-60%**

**F = 59-0% Unsatisfactory**

### **How We Will Work Together as Researchers and Writers (or How to Get the Most Out of Our Collaborative Learning Environment)**

- You are expected to come to each class on time and prepared. That means completing all the assigned reading and or writing *before* class begins.
- No use of cell phones or electronics unless you have cleared it with me first. If you text or speak on the phone in class you will be asked to leave.
- Please address your classmates directly when adding to something or responding to something he or she has said. Look at them, and use their names.
- If you email me or a colleague, please consider it to be a piece of professional communication, like a letter. Include both a cordial greeting and your name at the end.
- I do not accept work via email.
- I do not accept late work except in extraordinary circumstances. In those circumstances your grade will drop one half grade for every day it is late.
- If you must be absent from class please email me ahead of time to let me know. You are responsible for getting missed notes, etc. from a classmate.
- Please use office hours! I would love to see all of you one on one in my office.

- No extra credit will be given.

## Where You Can Find Information about University Policies

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## Where You Can Find Information about Earning A2 Credit and Clearing Remediation

The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English.

### English 1AF / Stretch English I, Fall 2016, Course Schedule

*The schedule below is intended to provide us all an overview of the work in this class. However, this schedule is subject to change. I will publish an updated schedule with each assignment sheet and will post these revised schedules on our Canvas homepage.*

#### Course Schedule

### Schedule of Reading and Writing in Stretch English for Fall 2016 and Spring 2017

Week	Date	Deadlines for Reading and Writing Assignments
		<i>Reading and writing assignments, including Canvas posts to the discussion threads, are due in class on the day listed below. Come prepared to discuss your readings and the corresponding Canvas posts.</i>
1	August 24	<b>In Class:</b> Review Course Syllabus, Language Background Survey, Reading and Discussion: “Millennials and Print News: A Surprising Story”, Subscribe to the New York Times <b>For the next class:</b> Stories from the <i>NYT</i> , Canvas discussion. (Pick and discuss one story that caught your eye), bring in your DSP Literacy Narrative for the next class
2	August 29	In class: Share DSP Literacy Narratives, NYT Stories <b>For the next class:</b> Stories from the NYT (find one related story, post to Canvas Board discussion)
2	August 31	<b>In Class:</b> NYT discussion, reading strategies <b>For the next class:</b> Stories from the NYT; Ballenger, Chapter 2 “Reading as Inquiry” Annotate NY Times article (see Ballenger sample annotation on page 53), Read “Few Read Many Twitter”
3	September 5	<b>Holiday, No Class</b> <b>For the next class:</b> NYT Canvas Board Discussion (What did you learn?)
3	September 7	<b>In Class:</b> Discuss Ballenger and article, reading strategies, process writing <b>For the next class:</b> Read Cardin “With No Newspapers as Jefferson Knew, Democracy Suffers”, NYT stories, post in Canvas discussion thread
4	September 12	<b>In-class:</b> KWL+ and discuss Cardin <b>For the next class:</b> NYT, week 3. (What are you still curious about?),
4	September 14	<b>In-Class:</b> Critical Reading and Reflection essay assigned, double entry journal <b>For the next class:</b> KWL+
5	September 19	<i>Bring to class:</i> a completed KWL+ for your story (at least 3 stories on your NYT topic); and your double-entry journal page for your story <b>In-Class:</b> selecting evidence for your essay; pre-writing for essay <b>For the next class:</b> Studying sentences in NYT, week 4.

Week	Date	<b>Deadlines for Reading and Writing Assignments</b> <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due in class on the day listed below. Come prepared to discuss your readings and the corresponding Canvas posts.</i>
5	September 21	<b>Bring to class:</b> KWL+ of your NYT story and double-entry journals. <b>CRITICAL READING REFLECTION ESSAY #1</b> <b>For the next class:</b> Ballenger, “Writing a Personal Essay”, NYT
6	September 26	<b>PERSONAL NARRATIVE ASSIGNED</b> <b>In-Class:</b> Personal narrative maps, writing process <b>For the next class:</b> James Baldwin “ Letter to my Nephew”
6	September 28	<b>In Class:</b> Discussion of Baldwin, key terms, reverse engineering <b>For the next class:</b> Reading NYT, week 6, Post two noteworthy sentences from the article on Canvas
7	October 3	<b>In-Class:</b> NYT discussion, sentences exercise, Peer Review groups assigned <b>For the next class:</b> Reading NYT, week 6. (Describe your development as a reader of this story so far), pre-writing sketch for Personal Essay
7	October 5	<b>In Class:</b> Workshop of Sketch <b>For the next class:</b> Ballenger, Chapter 14 “The Writers Workshop”, NYT Stories
8	October 11	<b>In Class:</b> NYT, radical revision <b>For the next class:</b> First draft of Personal Essay
8	October 10	<b>In Class:</b> WORKSHOP <b>For the next class:</b> Reading NYT, week 8 and new draft that incorporates suggestions from today’s workshop
9	October 12	<b>In Class:</b> WORKSHOP <b>For the next class:</b> Personal Essay, Final Draft
9	October 17	<b>DUE IN CLASS, HARD COPIES ONLY: PERSONAL ESSAY</b> <b>In-class:</b> Tanehisi Coates, “The Good Racist People” <b>For the next class:</b> Opinion Pages NY Times
10	October 19	<b>In Class:</b> Shaping language for a public audience. OP-ED Essay assigned <b>For the next class:</b> Opinion Pages NYT, Studying the Language of Argument in the NYT, week 9. Ballenger, Chapter 7, “Writing an Argument.”
10	October 24	<b>In Class: Workshop:</b> framing an argument (bring in a framing paragraph that defines the issue for your readers). <b>For the next class:</b> Opinion Pages NYTIMES Studying sentences in NYT, week 10. (Post sentences with quotations), Review: Ballenger, 235-50.
11	October 26	<b>In Class, Workshop:</b> repurposing critical reading/reflection and personal narrative for a new audience and context <b>For the next class:</b> Studying sentences in NYT, week 10. (Introducing a source.), bring in two samples of opening gestures and two samples of closing appeals from NYT.
11	October 31	<b>In Class:</b> imitation exercise <b>For the next class:</b> Opinion Pages, NYT. Studying Form in NYT, week 11. A sketch of your argument.
12	November 2	<b>In Class, Workshop:</b> shaping evidence in paragraphs: claims, reasons, and evidence. <b>For the next class:</b> Canvas Discussion Board--Studying Sentences in NYT, week 11) Ballenger, Chapter 13 “Revision Strategies”
12	November 7	<b>In Class:</b> First Draft Workshop: bring to class three copies of a complete draft of your Op-Ed. <b>For the next class:</b> Studying Sentences in NYT, week 12 (using complex sentences).
13	November 9	Holiday, no class. <b>Canvas Discussion Board:</b> Post one lesson learned from November 8 workshop that you will apply as you revise.
13	November 14	<b>In Class:</b> Editing Draft Workshop: bring to class 3 copies of your revised draft

Week	Date	Deadlines for Reading and Writing Assignments <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due in class on the day listed below. Come prepared to discuss your readings and the corresponding Canvas posts.</i>
		<b>For the next class: OP-ED essay</b>
14	November 16	<b>DUE: OP-ED ESSAY</b> <b>In-class:</b> Inventory of learning objectives and assignments for midyear reflection, Introduce Portfolio Assignment of learning objectives and assignments for midyear reflection and portfolio assignment. <b>For the next class:</b> Read “Why Local Newspapers Are the Basis for Democracy.” Annotate a copy of the reading, AND a double-entry journal for it.
15	November 21	<b>In Class:</b> “A First Reflection on Your Writing Process”, Reflection Exercise. <b>For the next class</b> Studying sentences in NYT, week 14. Imitation exercise <b>NOTE: NO CLASS ON NOVEMBER 23 THANKSGIVING HOLIDAY</b>
15	November 28	<b>Write in Class: Critical Reading/Reflection Essay #2</b> <b>Bring in:</b> annotations, double-entry journal pages, other prewriting, outline/sketch, and your CR/R 1, to submit with your draft. <b>For the next class: Ballenger, Appendix A, “The Writing Portfolio.”</b>
16	November 30	<b>In-class activity:</b> Share DSP critical essays (What is college writing?) <b>Canvas Discussion Board:</b> Studying Sentences in NYT, week 15. (Imitation)
16	December 5	<b>In class:</b> worksheet for developing your portfolio, an inventory of sentence and language development strategies. <b>For the next class:</b> Portfolio for mid-year assessment and pre-writing for Self Reflection Essay
17	December 8	<b>Write in class:</b> SELF REFLECTION ESSAY; submit the portfolio for midyear assessment, which will include all prewriting and outline/sketch of the self-reflection essay. <b>Read:</b> Ballenger, Chapter 4, “Writing a Profile.” A list of possible interview subjects for your news investigation.
Final Exam	December 12	In Class: Draft Interview Questions, Discussion of Interview techniques <b>Activity:</b> Midyear Freshman Writing Exit Survey

#### HA 96S / Stretch English II, Spring 2016, Projected Course Schedule

The following is a brief overview of major reading and writing assignments for spring. I will publish an updated version of this schedule when you return from winter holiday. **Note: You will be conducting interviews and reading a selection from Naomi Wolfe over the break.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 30	
2	February 1	
3	February 6	
3	February 8	<b>DUE: INTERVIEW TRANSCRIPT</b>
4	February 13	
4	February 15	<b>DUE: First draft of Profile Essay</b>
5	February 20	<b>In Class:</b> Workshop Profile Essay
5	February 22	<b>In Class:</b> Workshop Profile Essay

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
6	February 27	<b>DUE: FINAL PROFILE ESSAY</b>
6	March 1	
7	March 6	<b>In Class: CRITICAL READING/REFLECTION Essay #3</b>
7	March 8	
8	March 13	
8	March 15	
9	March 20	
9	March 22	
10	March 27	<b>Spring Break</b>
10	March 29	<b>Spring Break</b>
11		<b>DUE: Ethnographic Presentations</b>
11	April 3	<b>DUE: Ethnographic Presentations</b>
12	April 5	
12	April 10	
13	April 12	<b>DUE: First draft of Critical Essay</b>
13	April 17	<b>In Class: Workshop</b>
14	April 19	<b>In Class: Workshop</b>
14***	April 24	<b>DUE: FINAL DRAFT OF CRITICAL ESSAY</b>
15	April 26	
15	May 1	
16	May 3	
16	May 8	
17	May 10	<b>DUE: Final Self-Reflection Essay and Portfolio</b>
17	May 15	
<b>Final Exam</b>		

