

**San José State University**  
**Department of English, School of Humanities & Arts**  
**English 129, Introduction to Career Writing, Fall 2018**

**Course and Contact Information**

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Office Hours:	Mondays & Wednesdays, 9-10am (and by appointment)
Class Days/Time:	Mondays & Wednesdays, 1:30-2:45
Classroom:	Clark 238
Prerequisites:	Upper-division standing

**Course Format**

**Canvas and MYSJSU Messaging**

You are responsible for checking your email and the Canvas course page regularly. All readings, copies of major assignments, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible.

You should also check your SJSU email regularly. Please use this account when contacting me through email, not your personal account. I will try to respond to emails on the day they are received, but emails received after 7 pm may not be answered until the next day. Emails received on weekends may not receive replies on the same day. **Please don't hesitate to contact me if you need assistance!**

If you want to send a quick question or comment without composing a formal email, you can text me using the number above. Text messages should be related to the class. If you do not feel comfortable with communicating via this means, rely on email instead.

**Technology Use**

In-class writing will be a major part of this class. You should either bring your own laptop or use one of the laptops available in the classroom.

**Weekly Blogging:** You will be creating and maintaining a blog at wordpress.com, and should have some sort of way to update your blog outside of class. Please come talk to me if you don't have access to a computer outside of class.

**Major Written Assignments:** Microsoft Word is still the industry standard for submitted articles. If your submission to a publication is unreadable, you will not be given a second chance. This being the case, I expect you to submit your articles in Word (.doc) format. I don't want .pdfs (unless I specifically request them). I certainly don't want .pages files. If you use other programs, export your work as a Word file. If I can't open your assignment, I won't grade your assignment. A free version of Microsoft Office for PCs and Macs can be found at: <http://its.sjsu.edu/services/software/microsoft-students/index.html>

As a SJSU student, you have free access to Photoshop, Dreamweaver, and InDesign, three major programs for media production. Download these and play around with them, especially if you want graphic/layout/web experience.

Adobe Creative Cloud: <http://its.sjsu.edu/services/software/adobe/index.html>

## Course Description

In this course, students write to get published in the places that they read and to practice in the types of writing they might do in the workplace. We'll work on skills for writing for creative nonfiction publications, social media, nonprofits, and marketing and communications. Students also write and produce the English Department newsletter, an in-class podcast series, the ProfTech website, and their own blogs. Expand your portfolio, learn some new skills, and march boldly forth with a publishable work in hand. Required class for the Professional and Technical Writing concentration.

What does “career writing” entail? For the purposes of this class, we are looking at the major genres of entry-level writing—writing that someone will be happy to pay you for. You will get experience writing in a bunch of new formats, develop the ability to shift in voice and style depending on your writing goals, AND build a professional writing portfolio to use for your job search.

## Course Goals and Learning Outcomes

Students will demonstrate the ability to:

- G1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric. (All reading assignments fulfill this.)
- G2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature. (While this is a nonfiction class, in-class writing exercises will draw upon examples from literary works to demonstrate effective characterization, dialogue, setting, and use of detail.)
- G3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject. (Every major assignment fulfills this goal.)
- G4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (Feature article, EDNL article, Profile piece, and podcast script.)
- G5. Articulate the relations among culture, history, and texts. (Discussion of readings will always incorporate contextual discussions along comparative lines.)

By the end of this class, you will be able to:

- Apply analytical tools that allow you to not only understand a piece of writing, but also to understand the professional contexts under which writing is currently published.
- Produce marketable writing within a genre of nonfiction writing that you are already experienced in, or on a topic that you are an expert in.
- Engage a genre of nonfiction writing or topic with which you are unfamiliar, and apply analytical tools towards the process of researching and writing with authority on unfamiliar topics.
- Assess, edit, and improve your own writing.
- Work professionally with other writers, both as an editor of other students’ writing, and in the group production of a publication.

## Required Texts/Readings

All readings for this class will be posted to Canvas. Such an arrangement allows us to stay current with what’s going on in publishing, and also lets me tailor our readings to class interests. I expect you to have either paper or screen in front of you for classroom discussions.

The readings in this class are short and specifically chosen to highlight a particular aspect of engaging writing (setting, details, dialogue, etc.). I expect everyone to show up to class not only having read these short assignments, but also to have read and thought about the discussion questions before class. THIS IS NOT A LECTURE CLASS. We are analyzing writing to find ways to improve our own writing. Whether or not our class time is worthwhile is entirely dependent on how well you prepare.

## Course Requirements and Assignments

### Main Assignments

According to [University Policy S16-9](#), “Success in this course 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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

You will complete the following assignments:

Assignment #1: Copywriting

Assignment #2: Interview/Profile

Assignment #3: English Department Newsletter

Assignment #4: Review

Assignment #5: Feature Article

Assignment #6: Team Podcast/Video

Assignment #7: Final Portfolio

Generally, all topics and genres are open to you, as long as you are writing something that someone else would want to read. Travel, sports, gaming, food, history, technology—you choose the kind of writing to be done, the subjects, the audiences, and your target publication. These assignments are intended to give you the opportunity to explore several of the subgenres of writing, so please feel free to take some risks.

To produce all of this within our limited timeframe, you will need to work on assignments simultaneously. Please study the attached schedule and plan your semester accordingly. It might also help if you could choose a central topic or focus; that way your research can be cumulative.

### Readings

We will be reading work that is currently being published, as well as examples of the kinds of writing we'll be producing. You are expected to read *everything* and come to class prepared to discuss each article. Additionally, these readings will provide the basis for graded in-class writing assignments. Failure to bring readings to class (in paper or digital form) will severely handicap you in these graded exercises.

### Quizzes/In-Class Writing

I will be giving quizzes or in-class writings on the readings to ensure you are doing them. You will not always have a quiz or in-class writing, but you won't know when they are ahead of time.

### Blog Posts

In this class we will each start a blog at [wordpress.com](#). Generally, I will assign you a blog post and it will be due the next class. If there is time left in class after our discussion, we'll use remaining class time to start writing. Once your writing is posted, you will submit the URL to me via Canvas. I will check each assignment for completion, and then holistically grade your blog at the end of the semester. There is no make-up for these assignments.

**Peer Review of Blogs.** Nobody wants to write in a vacuum. In addition to writing a weekly blog, you should check out the blogs of other students and comment in the comments section. Just a sentence or two with some encouragement or a question. I use Canvas to randomly assign peer reviews through the Assignments section. Be sure to keep up with these.

## Production Teams

For the *English Department Newsletter* and your podcast/video, you will be assigned a production team. These production teams are your opportunity to learn how a publication develops within professional collaborations AND are a good line to put on your resumes. You will be graded as to how well you complete your duties.

## Discussion Teams

Because previous students have pointed out that getting stuck in a lousy discussion group limits what they get out of the class, I'll be assigning new seats each Monday to make sure that discussion stays lively. Your Wednesday group will be the same as your Monday group.

*Note: Though I have set aside time in class for some production activities and meetings, some of these activities will need to be conducted outside of class time.*

## Assignment Submission

For the major assignments, you will submit your assignments via Canvas when possible. If Canvas will not accept a file because of file type or file size, you may email the file to me.

All work should be submitted on time, and you are responsible for ensuring that I receive the paper. **Unless otherwise specified, assignments are due by midnight PT on the day they're due.** If ever you need to submit a project early, and you have revised and edited fully, that is fine.

## Workshops

Sharing our writing with others and getting advice is a major aspect of this class. Professional writers are not only expected to produce quality writing, they are expected to give helpful advice to others. You'll need to bring three hard copies of your drafts for workshop, and you'll submit a copy online through Canvas to me.

If you fail to attend a workshop or come to the workshop but do not bring your draft, you will not get any comments from me on your draft. This generally results in losing at least one letter grade.

## Final Examination or Evaluation

**The Final Portfolio.** Your final portfolio will collect the writing you've done over the semester into a polished format that you will be able to use to apply for writing jobs. You will be graded on the quality and professionalism of the entire package.

**Final Examination.** Your final exam in this class will be screening or listening to your group's video or podcast (or a portion, if your production is lengthy) where you will systematically explain how the project is a culmination of all the skills you have developed in this class. I will examine and assess your presentation to its finality while providing final assessment.

## Grading Information

### Drafts

In assessing your rough drafts, I take the time to comment extensively on organization, style, transition between ideas, beginnings, endings—the important stuff. I don't correct typos or errors unless I see you consistently making mistakes that interfere with readability. In addition to commenting, I also score your rough drafts using the same rubric I use to grade your final draft.

### Final Drafts

My commenting is limited if I comment at all. I compare your final draft against your rough draft, looking at how well you incorporated feedback and how much effort you put into revising your work. My feedback at this stage is primarily reflected in the grading rubric. Look to where you missed out on points to see where you can improve.

*This is my basic level of feedback.* If I don't hear anything back from you, I assume you are happy with what you get from me. For those of you who want more feedback, I will enthusiastically talk with you about your paper for as long as you can stand it. Come early to class, stay after class, come to my office hours, set up an appointment with me. I am more than overjoyed to offer more feedback than you can handle; you just have to be the one to initiate it.

### Grading class participation

I expect everyone to participate in class. This means you are awake and engaged, having done the readings and the homework, are actively participating in discussion and are working constructively when we break into small groups. A participation grade allows me to reward those students who are actively engaged in each class, while being able to account for students who are routinely late, absent, sleepy, or engaged in non-class related activity during our brief time together. An "A" means always engaged, a "B" means mostly engaged. A "C" is sometimes engaged. A "D" means you stared at your phone the whole time.

### Assignment Grade Distribution

Assignment #1: Copywriting	100pts
Assignment #2: Interview/Profile	100pts
Assignment #3: English Department Newsletter	100pts
Assignment #4: Review	100pts
Assignment #5: Feature Article	100pts
Assignment #6: Podcast/Video	100pts
Assignment #7: Final Portfolio	150pts
In-Class Writings/Quizzes	50pts (5 pts each)
Blogging Assignments	100 pts (10 pts each)
Production Work/Participation	100pts

### Final Grading Scale

A: 940 pts and above	A-: 939-900 pts	
B+: 899-870 pts	B: 869-840 pts	B-: 839-800 pts
C+: 799-770 pts	C: 769-740 pts	C-: 739-700 pts
D+: 699-670 pts	D: 669-640 pts	D-: 639-600pts
F: 599 and below		

**Grading Criteria:** The following paragraphs sum up my criteria for grading an essay. Assignments are assigned letter grades, from A+ to F.

An "A" is awarded to work that is consistently excellent, professional, and publishable.

A "B" is awarded to work that is consistently above average—and occasionally excellent. Despite some bright spots, a client or editor would probably pass it back for more revisions or editing.

A "C" is awarded to work that is developing. Though the potential is there, a client or editor would likely pass on this.

A "D" is awarded to work that is incomplete or way off the mark.

An "F" is generally awarded to work that is not turned in. This usually comes in the form of a zero.

*Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

## Late Work Policy

I do not accept late work for this course. Part of being a writer is, though Earth itself may be aflame, you meet your deadlines. All of them. I understand your life is complicated, with many responsibilities pulling you in multiple directions. If you are unable to attend on a day that an assignment is due, it is up to you to make sure that you get me your work by deadline.

In-class writing/quizzes due to absence cannot be made up. If you are absent on the day an assignment is due, you are expected to turn it in on Canvas regardless.

(That said, I have an open door policy for a reason—come talk to me if something is up.)

## Classroom Conduct

Be kind to each other. You are to treat the instructor, any guests or substitute instructors, and your classmates with respect and courteous behavior. Keep in mind that we likely come from different backgrounds, honor different belief systems, have access to different tools, struggle with different concepts, and excel at different tasks and responsibilities. And that's okay.

Sleeping, watching Netflix, checking Facebook, reading, working on assignments for another class, listening to music during class, etc., are not permitted. Please do not wear headphones or ear buds in class, even if they are not in use, and not even if they are draped around your neck. If you forget and engage in these activities, you will be asked to stop, marked as absent, and/or asked to leave. To avoid any of these possibilities, simply be respectful of your instructor, your classmates, and yourself.

## Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact SJSU Cares. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

SJSU also has the following initiatives:

- [CalFresh Outreach Program](#)
- [Emergency Funds](#)
- [Emergency Housing](#)
- [Food & Shelter Program](#)
- [Mental Health Services](#)
- Other: [Food Resources](#)
- [Student Health Services](#)

## My open-door policy

I'm happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Just talk to me after class, send me an email, come by during office hours, or arrange to meet with me. In the past, I've held mandatory conferences and students love them—but I don't want to have to force you to come meet with me. I understand that sometimes office hours are difficult to get to, so I'm always happy to meet with you at another time if you contact me. I can also accommodate phone or Zoom meetings when needed.

## 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. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). 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 address the issue, it is recommended that the student contact the Department Chair as the next step.

## Timely Feedback on Class Assignments

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

## Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that 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.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

## Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), 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."
- 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 F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

## 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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

## Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](#) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)

- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. 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 Writing Center

The SJSU Writing Center has two locations: scheduled appointments are in MLK library, while drop-in appointments are 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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website](#) at <http://www.sjsu.edu/counseling>

## English 129, Intro to Career Writing, Fall 2018, Course Schedule

Because I inherited this class, this schedule is subject to change, and most likely will change. I will notify you of any changes to the schedule in class and I will upload a new schedule document on Canvas. I will make sure that there is ample time for you to make any changes to your schedule that you might need to.

### Course Schedule

Week	Date	Topics & Assignments	Due
1	Wed 8/22	Introductions, Syllabus <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 1</li> <li>• Set up class blog</li> <li>• <i> Blogging—Short Professional Biography</i></li> </ul>	
2	Mon 8/27	Copywriting, Pt. 1, Go over Assignment #1 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 2</li> <li>• <i> Blogging—Details</i></li> </ul>	<b>DUE:</b> Link to <i> Blogging—Short Professional Biography</i>
2	Wed 8/29	Copywriting, Pt. 2 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 3</li> <li>• <i> Draft for Assignment #1</i></li> </ul>	<b>DUE:</b> <i> Blogging—Details</i>
3	Mon 9/3	Labor Day—No class meeting	
3	Wed 9/5	Editing for Concision; Workshop Assignment #1 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 4</li> <li>• <i> Blogging—Interviewing</i></li> </ul>	<b>DUE:</b> <i> Draft for Assignment #1</i>
4	Mon 9/10	Interviewing, Pt. 1 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 5</li> </ul>	<b>DUE:</b> <i> Blogging—Interviewing</i>
4	Wed 9/12	In-class interviews, go over Assignment #2 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Finish Assignment #1</li> </ul>	
5	Mon 9/17	Interviewing, Pt. 2, <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 6</li> <li>• <i> Blogging—Dialogue</i></li> </ul>	<b>DUE:</b> <i> Assignment #1</i>
5	Wed 9/19	Writing Profiles <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 7</li> <li>• <i> Draft Assignment #2</i></li> </ul>	<b>DUE:</b> <i> Blogging—Dialogue</i>

Week	Date	Topics & Assignments	Due
6	Mon 9/24	Writing Profiles, Workshop Assignment #2 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 8</li> <li>• <i> Blogging—Combining Dialogue and Discourse</i></li> </ul>	<b>DUE:</b> <i>Draft of Assignment #2</i>
6	Wed 9/26	Writing Newsletter Copy, EDNL Assignments/Teams, In-Class: Interview Exercise <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 9</li> <li>• Finish Assignment #2</li> </ul>	<b>DUE:</b> <i> Blogging—Topic TBA</i>
7	Mon 10/1	Writing Newsletter Copy <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 10</li> <li>• <i> Blogging—Setting</i></li> </ul>	<b>DUE:</b> <i>Assignment #2</i>
7	Wed 10/3	Importance of Setting, EDNL Team Meetings <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 11</li> <li>• Draft Assignment #3</li> </ul>	<b>DUE:</b> <i> Blogging—Setting</i>
8	Mon 10/8	Dramatic and Narrative Summary, Workshop Assignment #3 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 12</li> <li>• <i> Blogging—Dramatic and Summary Narrative</i></li> </ul>	<b>DUE:</b> <i>Draft of Assignment #3</i>
8	Wed 10/10	Writing as a Critic <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 13</li> <li>• Finish Assignment #3</li> </ul>	<b>DUE:</b> <i> Blogging—Dramatic and Summary Narrative</i>
9	Mon 10/15	Writing Food Reviews, Go over Assignment #4 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 14</li> <li>• <i> Blogging—Narrative Distance</i></li> </ul>	<b>DUE:</b> <i>Assignment #3</i>
9	Wed 10/17	Writing Entertainment and Product Reviews <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Draft of Assignment #4</li> </ul>	<b>DUE:</b> <i> Blogging—Topic TBA</i>
10	Mon 10/22	Writing Feature Articles <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 16</li> </ul>	<b>DUE:</b> <i>Draft of Assignment #4</i>

Week	Date	Topics & Assignments	Due
10	Wed 10/24	Writing Feature Articles <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 17</li> <li>• Finish Assignment #4</li> </ul>	<b>DUE:</b> <i>Blogging—Feature Article Brainstorming</i>
11	Mon 10/29	Clickbait!!!, Go over Assignment #5 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 18</li> <li>• <i>Blogging—Outside Voices</i></li> </ul>	<b>DUE:</b> Assignment #4
11	Wed 10/31	The Workspace: How to Get Writing Gigs <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 19</li> <li>• Draft Assignment #5</li> </ul>	<b>DUE:</b> <i>Blogging—Topic TBA</i>
12	Mon 11/5	Writing for Social Media <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 20</li> <li>• <i>Blogging—Music and Memory</i></li> </ul>	<b>DUE:</b> Draft of Assignment #5
12	Wed 11/7	Digital Publishing, Discuss Podcast/Video assignment <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Podcast Listening Assignment</li> </ul>	<b>DUE:</b> <i>Blogging—Music and Memory</i>
13	Mon 11/12	Veteran’s Day—No class meeting	
13	Wed 11/14	Podcasts & Video brainstorming, watching some videos in class, podcast listening <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 21</li> <li>• Finish Assignment #5</li> </ul>	<b>DUE:</b> Podcast Listening Assignment
14	Mon 11/19	Podcasting and Video, Go over Assignment #6, Form groups <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Brainstorm ideas for podcasts/video</li> </ul>	<b>DUE:</b> Assignment #5
14	Wed 11/21	Non-Instructional Day—No class meeting	
15	Mon 11/26	Genres, working on podcasts/video, team production meetings <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Complete brief genre analysis</li> </ul>	
15	Wed 11/28	Working on podcasts/video, team production meetings <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Reading 22</li> </ul>	<b>DUE:</b> Brief genre analysis

<b>Week</b>	<b>Date</b>	<b>Topics &amp; Assignments</b>	<b>Due</b>
16	Mon 12/3	Working on podcasts/ video, beginning editing audio and video, team production meetings <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>• Wrap up audio/video filming</li> <li>• Reading 23</li> </ul>	
16	Wed 12/5	Editing audio and video, team production meetings	<b>DUE:</b> Assignment #6 (Friday by Midnight)
17	Mon 12/10	Final team production meetings. Last class, wrap up. Food!!	<b>DUE:</b> Link to successfully set-up portfolio page.
Final Exam	Wed 12/12, 12:15-2:30	ENGL 129 A/V Club meeting (screening videos, listening to podcasts)	<b>DUE:</b> Assignment #7, Final Portfolio 5:00 pm, via Canvas.