

San José State University
English or LLD 100A – Writing Competency Through Genres
Section 05, Fall 2019

Course and Contact Information

Instructor:	Blythe Nobleman
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Office Hours:	Tu 11:00 am – 1:00 pm; Thursdays from 9:00 – 10:00 and by appointment over Skype: bnobleman
Class Days/Time:	MW Noon – 1:15 pm
Classroom:	
Prerequisites:	Passed ENGL 1B or equivalent; taken WST at least once without passing.
GE/SJSU Studies Category:	English 1A satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the course with a grade of C- or better.

Course Description

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

Course materials, such as syllabus, handouts, and assignment instructions, can be found on the Canvas course management system website. You are responsible for checking *both* your sjsu.edu email *and* the messaging system through Canvas to learn of any updates.

Course Goals

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes and your profession. You will have intensive practice in prewriting, drafting, revising and editing academic writing. You will be asked to research, analyze and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflections on a book-length work of fiction or non-fiction.

Sensitivity: The course may, at times, focus on controversial topics; we will sometimes discuss difficult or polarizing issues and concepts. I do not expect you all to have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I do expect is that you listen to and respond to differing perspectives, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; engage with each other in a productive manner from an *intellectual* (thinking) perspective as a scholar (using logic and reasoning) not from an uninformed, purely emotional perspective. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. Interrogate and question your own beliefs as you learn new things. An intelligent mind transforms with new, reliable information.

Student Learning Outcomes (SLOs)

By the end of the course, students will be able to:

- a. Use correct and situationally appropriate sentence structure and grammar;
- b. utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
- c. recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
- d. critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
- e. critically read, interpret, and synthesize multiple texts;
- f. write well organized, well developed essays with a clear thesis;
- g. identify how types of written texts in a variety of fields (genres) are influenced by audience, situation and purpose;
- h. employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to 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.

In this class, you will first write a rhetorical analysis paper, one that asks you to examine the various techniques and tools used strategically by the writer in order to achieve the purpose for that piece of writing, given its genre. You will then develop a series of five critical responses to the book, *Educated* by Tara Westover. These critical responses not only examine the writer's strategies, and also provide your response to the reading, as a work of nonfiction and in terms of its messaging

As part of the writing process, you will have many prewriting assignments and write honest, but supportive critiques of your peers' essays. Participation is central to this course, and some of your participation points will come in the form of peer review workshops and class

presentations, in addition to weekly participation in discussions (see more on this under “Participation” below).

Required Texts

100A Study Guide: *Rhetoric and Composition Reader* by Stacey Knapp. Please order both print and digital editions. We will use the print version in the classroom and the digital includes links to course material and video lectures. Order both here: <http://www.magcloud.com/browse/issue/680464> . Set up an account with MagCloud which will store the Study Guide in your Digital Library which you can access digitally anywhere.

Also, purchase the print edition of *Educated* by Tara Westover, which you can find on Amazon: https://www.amazon.com/Educated-Memoir-Tara-Westover/dp/0399590501/ref=sr_1_1?crid=3MTI3N1T1GI9H&keywords=educated+a+memoir&qid=1566075754&s=gateway&sprefix=educated%2Caps%2C215&sr=8-1

Other required texts will be made available as PDF or Word documents or as links to online materials posted as an “Assignment” to our course Canvas site.

Technology and Other Requirements

If you have a laptop or tablet computer, **bring it to every class** for in-class writing and accessing reading materials. If you do not have a computer to bring, you are then responsible for printing all reading materials and bringing them to class as assigned. **NO PHONES may be used in class at any time for any reason** without my express permission—period (see note on participation below). Repeated violations of classroom rules will result in a deduction of participation points.

Some of your course readings will be Adobe PDF files, so I recommend downloading the free **Adobe Reader** from Adobe.com.

Also, if you wish to meet with me online, please download the latest version of Skype, free to all users: <https://www.skype.com/en/get-skype/> My handle is *nbobleman* and I can be available at various times, by appointment.

All of your own writing assignments need to be in “.docx” format. You can download a free version of **Microsoft Office** (which includes **MS Word**) from the “Software Download” tab of your one.sjsu.edu page.

Grading Policy

Final Grade Breakdown

Assignment	# of Drafts	Length in Words	Weight Percentage %
Rhetorical Analysis	2	1500	15
Critical Reflections – Five (<i>Educated</i>)	2	2000 (400 each)	20
Discipline Investigation	2	1500	15
Reflection Letter for Portfolio	2	250-300	10

Final Portfolio	1	3200	15
Final Exam – in class	1	Timed – approx. 500	10
Participation (peer reviews, in-class writings, activities, discussion, attendance, etc.)	N/A	N/A	15
TOTAL			100

Formal assignments will require you to submit your work using the turnitin.com feature on our class Canvas website. Directions for each assignment must be read carefully so you know how to turn in your assignments (hard copy vs electronic submission). Assignments due in hard copy are due at the beginning of class; assignments due via Canvas are due *before* midnight. Please check specific instructions for each assignment. Several assignments are submitted in multiple drafts or multiple parts. Explicit directions will be included in the instructions for those assignments.

Assignment	Description
Rhetorical Analysis	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.
Five Critical Reading Reflections	Throughout the semester, you will read sections of a full-length work of non-fiction, <i>Educated</i> by Tara Westover, and respond in a series of reflective writings. Two will be written in class, two will be written at home. The last is practice for final exam and will be written in class. At the end of the semester, you will place all of these reflections in your final portfolio.
Discipline Investigation	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).
Reflection Letter	This is a 2-3 paragraph letter to readers of your portfolio in which you explain your evolution as a writer this semester, and how your approaches to written communication have changed.
Portfolio Checklist	<ul style="list-style-type: none"> • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the portfolio letter • A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above); Final draft of each of the two main writing assignments that show the instructor's comments; five reflective writings about <i>Educated</i> by Tara Westover, edited and polished.
Final Exam	An in-class, timed essay, common across all sections of 100A.

IMPORTANT NOTES:

Students must receive a C or higher to pass this course as an SJSU graduation requirement. No extra credit will be given in this class.

Missed in-class or late work will only be accepted at the discretion of the instructor. If accepted, a penalty of up to 10 percentage points per day late may be assessed.

Final drafts of essays will not be accepted unless all paper-related assignments (rough drafts, reviews of peer essays, etc.) have been completed.

Determination of Grades

A. The grade of A is appropriately given to students whose preparation for and execution of all course assignments has been consistently thorough and thoughtful. These students have earned 90% or more of the available points in class. In addition, by the end of the quarter, students who earn an A are consistently producing work that is ambitiously and thoughtfully conceived,

conscious of the demands of a particular assignment, purposeful, effectively developed, and effectively edited.

B. The grade of B is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. These students have earned 80% or more of the available points in class. By the end of the quarter, students who earn a B are consistently producing work that is competent in that they meet the demands of assignments, have a clear purpose, are sufficiently developed, and are accurately edited.

C. The grade of C is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. These students have earned 70% or more of the available points in class. By the end of the quarter, students who have earned a C have provided sufficient evidence that they can produce focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited although, in some instances, achieving that standard depended on multiple revisions. ** Note: a grade of C- (70-72%) will not allow you to “pass” the course for graduation requirements.

D and F. D and F grades will be given to students whose work has been unsatisfactory in some significant ways; they have not completed all the course requirements and/or their essays have not yet achieved the level of competency required to satisfy the GE Z requirement. D scores are (60-69%); F scores are (50-59%). ** Note: a grade of D or F will not allow you to “pass” the course for graduation requirements.

Class participation is assessed as follows:

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes all in-class activities and cannot be made up if you miss a class, regardless of the reason.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Letter Grade to Percentage Scale

A+	98-100
A	94-97
A-	90-93

B+	86-89	
B	82-85	
B-	78-81	
C+	73-77	
C	70-73	Serves as alternative satisfaction of the WST
C-	66-69	Does not serve as alternative satisfaction of the WST
D+	62-65	
D	58-61	
D-	57 or lower	
F	Not eligible for portfolio and final exam	

GRADING RUBRIC to be used in evaluating both the portfolio assignments and the final exam.

The Writing . . .

4	Meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions; is well-organized and thoroughly developed; shows superior control of grammar, including syntactic variety, range of vocabulary; intelligently addresses the assignment.
3	Meets most of the rhetorical expectations of the assignment, including purpose, format; is somewhat organized but may require more development; contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader’s understanding; may address some parts of the assignment better than others.
2	Meets few rhetorical expectations of the assignment; shows weak development and cohesion and/or inappropriate rhetorical choices; shows an accumulation of grammar and syntactical errors that interfere with readers’ understanding; omits or misunderstands major parts of the assignment.
1	Fails to meet the rhetorical expectations of assignment; fails to organize and develop ideas; contains grammar and syntactical errors that seriously interfere with readers’ understanding; fails to address the assignment.

Classroom Protocol

PARTICIPATION is required from *all students*—you will not be able to sit in the back of the classroom and sleep or zone-out. If you’re a shy or introverted student, take this course as a challenge and opportunity to build your confidence and public speaking skills, which will be necessary to success in your career or further academic pursuits We all say something “wrong” or worry that others may think we are “stupid” sometimes—so what? It’s not the end of the world. We frequently ‘think out loud’ while our ideas are still developing to more fully form and shape our thoughts. This process is, in fact, how we learn, and we are all learning and developing as readers and writers together. We will work collaboratively, helping one another to improve our skills. We will not judge but support one another, even as we debate controversial issues,

evaluate one another's performances, and critique one another's arguments—all for our mutual betterment.

Absences: If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. It is up to you to show up prepared to the next class session. You will not receive participation credit for days you miss class. You should exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

Tardiness: If you arrive more than *occasionally* late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand.

Collaboration: All students are asked to help maintain a classroom environment that is both mindful of individual sensitivities and receptive to principled disagreement. The premise from which we start in this class is that there is no single one "right" interpretation of each text that will then be imparted upon you. We will expect your questions, considerations, concerns, and even confusion with the material to be our starting point for discussion. Class discussion is a collaborative process that relies on offering one's thoughts aloud as well as engaging with the comments of others. Lively class discussions are a crucial component to refining your own interpretations alongside with working on becoming a better writer.

You are therefore expected to arrive on time, fully-prepared, and ready to participate actively in each class meeting. You must offer new insights or pose questions that lead to productive conversation, not just repeat or agree with what someone else has said. This also means that you must come to class with all required assignments completed and reading and writing homework materials in hand (as a print-out or on your computer).

Discussion Guidelines

We will start out by simply having conversations as one normally would in a seminar, speaking when we have a contribution to make (and according to the rules below), but if that proves too chaotic, we will revert to the old school method of raising hands.

- Be RESPECTFUL (almost every other guideline is a subcategory of this all-important one!)
- No yelling, talking over, interrupting, or—obviously—no personal insults.
- Try to understand and be considerate of others' perspectives, opinions, and feelings
- Come prepared so you can actively and substantively contribute to discussion (and not waste your classmates' time). Read and write your assigned analyses/responses and bring those to class along with the reading so you have all of your materials, notes, and ideas at hand.

- Don't just repeat what someone else already said. You can certainly extend it, offer a different perspective on it, etc., but don't just repackage it in different words and hope we don't notice.
- Let others speak. We don't want class to devolve into a situation where the same five people carry the conversation all the time. The popcorn method was a good suggestion for doing this, too (although "hot potato" and "tag" seem like more accurate analogies). It's where one student starts out with a contribution and then randomly passes the discussion baton on to another person.
- To that end, BE COGNIZANT of yourself and of others. Always be "taking the temperature" of the room and give others space to speak.
- And to *that* end: Don't Be Afraid of Silence. Sometimes a minute or two of silence gives more tentative people time to step up.
- Offer CONSTRUCTIVE critique. While our goal is to discuss, debate, and rigorously evaluate one another's reading and writing to help one another improve throughout the semester, we want to do this in as *supportive, encouraging, and positive* a manner as we can.
- Conversely, be open to criticism. It's the only way to learn, and becoming defensive can just shut out what others have to have offer you. We're not going to judge one another, but help everyone improve as much as we can.
- Stay on topic. Tangents are usually counterproductive.
- ACTIVELY LISTEN AND PARTICIPATE in discussions, don't zone out, drift off or get up and leave in the middle of class (use the bathroom beforehand).
- Be CONFIDENT in your presentations of your analyses, interpretations, evaluations and critiques. It's fine to admit when you know you're going out on a limb, taking a stab in the dark, but if you feel you have a strong case to make for the strength or weakness of an argument or its evidence, for example, don't be afraid to say—and stand by—it. Even if you don't always feel that way, try to hold yourself with confidence—fake it 'til you make it! (Arrogance is something altogether different, and we want to avoid it.) The first step in gaining confidence in your ideas is to always ground them in the language, logic, and evidence of the text itself, in what's actually on the page.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, and so forth:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>. The First-Year Writing Program's policies can be found: http://www.sjsu.edu/english/frosh/program_policies/index.html.

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances.

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

<http://info.sjsu.edu/static/schedules/integrity.html> 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](http://www.sjsu.edu/studentconduct/) website <http://www.sjsu.edu/studentconduct/> 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) <http://www.sjsu.edu/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](http://as.sjsu.edu/asptc/index.jsp) 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-center](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](http://www.sjsu.edu/it/services/academic-tech/index.php) <http://www.sjsu.edu/it/services/academic-tech/index.php> 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 Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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 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>.

COURSE SCHEDULE

Week	Topics	Readings – before class	Assignments
1M: Aug 19	Classes begin on Wednesday, 8/21		
1W: Aug 21	Introductions; review syllabus and texts; Canvas	Begin reading <i>Educated</i>	Read and print out the Rhetorical Analysis assignment (in Canvas)
2M: Aug 26	;; what it means to analyze	Read RCR Part III	
2W: Aug 28	Group activity; practice rhetorical analysis; discuss articles for assignment; exercise with rhetorical modes	Read the RCR pp. 1-6 and 11	Continue readings <i>Educated</i> to prepare for first critical reflection
3M: Sep 2	Labor Day – no class		Continue reading <i>Educated</i>
3W: Sep 4	Watch “Appeals Lesson 3” video and respond to prompt; write first critical reflection about <i>Educated</i>	Read the RCR, pp. 7 and 10	Bring article for Rhetorical Analysis to next class; Continue reading <i>Educated</i>
4M: Sep 9	Close reading, annotating, and rhetorical situation; deconstruct articles; intro to MLA and APA guidelines	Read the RCR, pp. 9 and 12; Watch “Writing Tip Video #6”	Write practice paragraph from video exercise; Read and Print out: model RA (in Canvas); Continue reading <i>Educated</i>
4W: Sep 11	In-class writing: body paragraphs with quoted material; group activity with model RA; discuss reading; citations styles	Watch “Writing Tip Videos #4 and #5”	Write responses to videos and bring to next class; draft introductory paragraph for RA
5M: Sep 16	Workshop RA paragraphs; discuss response to videos; group activity		Develop RA draft; Write third reflection on <i>Educated</i> and bring to class

Week	Topics	Readings – before class	Assignments
	with RA; write second critical reflection of <i>Educated</i>		
5W: Sep 18	Discuss plagiarism; effective paragraph development; essay organization workshop; discuss <i>Educated</i> reflections	PPT on Canvas on paragraphing	Complete RA draft and bring to class for peer review
6M: Sep 23	Peer review RA drafts; Q&A; discuss strategies for revision		Edit and revise RA; submit to Canvas before midnight on FRI SEP 27
6W: Sep 25	Discuss disciplinary writing; begin investigation of discipline; identify interview subjects in discipline	PPT on Canvas; interview techniques and questions in RCR p 13	Write fourth reflection on <i>Educated</i> and bring to class; conduct interview with subject in the discipline, write transcript and bring to class
7M: Sep 30	Group activity: reflection on <i>Educated</i> ; discuss interviews and continue disciplinary investigation	Read RCR Part II; read RCR p 5	Complete fifth and final reflection on <i>Educated</i> .
7W: Oct 2	Peer review final reflection on <i>Educated</i> ; discuss five domains of knowledge from RCR	Review Part III Lesson and FAQ links p 13 in RCR	Edit and revise all five reflections and submit to Canvas before midnight on FRI OCT 4
8M: Oct 7	Summary paraphrase quotations; integrating research; group activity	Review Model IDI from RCR, p 13	Write informal exploration of types of writing that occur in your discipline (3-4 paragraphs), bring to class.
8W: Oct 9	Workshop model IDI from RCR; writing activity; group work with disciplinary writing	Handout on Canvas	Identify and bring two examples of writing in your discipline.
9M: Oct 14	Group activity: identifying conventions in writing examples; begin outlining IDI		Complete outline with sentences, bring to next class
9W: Oct 16	Peer review outlines of IDI; group writing activity		Begin drafting IDI
10M: Oct 21	Writing introductions and conclusions	Handout on Canvas	Complete draft of IDI, bring to next class
10W: Oct 23	Peer review IDI; Q&A; edit and revise; discuss grammatical issues	RDR “Video Lesson #7”	Finish IDI and submit to Canvas before midnight on FRI OCT 25
11M: Oct 28	Conferences during class time (in classroom) – no regular class meeting		
11W: Oct 30	Conferences during class time (in classroom) – no regular class meeting		
12M: Nov 4	Writing a business letter; begin draft of portfolio letter	Handout on Canvas	Outline portfolio letter, bring to class
12W: Nov 6	Develop outlines in class, workshop; group writing activity		Complete draft of portfolio letter, bring to class on W Nov 13
13M: Nov 11	Veteran’s Day – no class		
13W: Nov 13	Peer review drafts of portfolio letter; assess 20 top grammar mistakes; edit and revise portfolio letter		Revise portfolio letter, bring to next class
14M: Nov 18	Peer review second draft of portfolio letter	Portfolio checklist on Canvas	Complete portfolio letter and submit to Canvas before midnight FRI NOV 22
14W: Nov 20	Preparing for a timed writing; practice in-class essay	Handout on Canvas; RDR “Taking In-class Exams” p 14	Look ahead: final portfolio due by Monday, end of class.
15M: Nov 25	Group activity; in-class, timed writings; practice writing course review in class; discuss RDR reading		<i>Final portfolios due to instructor by end of class.</i>

Week	Topics	Readings – before class	Assignments
15W: Nov 27	Non-instructional day – no class (Thanksgiving break)		
16M: Dec 2	Course review for final exam (in-class essay); group study activity	Handout on Canvas – grammar review	Study grammar review; bring examples to class from previous assignments: new and revised; Prepare for final exam; bring exam booklet to exam; no notes
16W: Dec 6	Final Exam in class		
17M: Dec 9	<i>Last day of class</i>		

Wednesday - Friday December 11-13 Final Examinations (**exams**)
Monday - Tuesday December 16-17 Final Examinations (**exams**)
Wednesday.....December18Final Examinations Make-Up Day (**MU**)