

San José State University  
English or LLD 100A – Writing Competency through Genres  
Spring 2020<sup>1</sup>

### Course Contact Information

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<b>Office Hours and Location:</b>	M/W 10:30-11:30 am and by appointment in FOB 218
<b>Class Days/Time/Location:</b>	M/W 1:30-2:45 p.m., HGH 227
<b>Prerequisites:</b>	Passed ENGL 1B or equivalent; taken WST at least once without passing.

### 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 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 reflective journals on a book-length work of fiction or non-fiction.

### STUDENT LEARNING OBJECTIVES (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.

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<sup>1</sup> This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

## REQUIRED TEXTBOOKS AND MATERIALS

- 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.
- Lam, Andrew. *East Eats West*. (2010). Heydey. ISBN: 978-1-59714-138-3
- Hacker and Sommers. *A Pocket Style Manual*, 8<sup>th</sup> ed. Bedford/St.Martin's. ISBN: 978-1-31905-740-4
- A college-level English dictionary and Internet access

## TUTORING and other RESOURCES

- SJSU Writing Center  
The SJSU Writing Center is located in the library, 2<sup>nd</sup> floor. 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](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.
- Peer Connections: <http://peerconnections.sjsu.edu/>
  - Consult their webpage for services, hours, and locations

### Online Resources

- **Canvas:** We will be using Canvas throughout the course. **Login URL:** <http://sjsu.instructure.com>  
It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account

- **Turnitin.com:** We will be using *Turnitin.com* for the main writing assignments. The *Turnitin* software is already embedded within Canvas, so you do not need an additional password to access *Turnitin.com*.
- **Criterion:** We will be using Criterion, an online editing program. The Criterion site is <http://criterion.ets.org>. You will have to register with the site by creating a user name and password and by entering our **Class Access Code: QCR3 – BQ2C**

## GETTING THE MOST OUT OF OUR LEARNING ENVIRONMENT

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email. Put the name of our course and section number in the Subject of your email. Also, include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in the salutation of your email, and sign your emails with your name so I know who is writing to me. Also, use your best prose (capitalization, punctuation, complete sentences) when writing to me so that your writing is easy for me to read. These are all professional courtesies.
- **Peer Workshops:** We will be sharing our work in class during peer review. Your work and your classmates' work represent models of various approaches to thinking and writing. Giving and receiving useful feedback improves your writing and builds community in our class. On workshop days, you must bring in completed hard copies of your drafts (not just your draft on your laptop), which can easily be swapped by classmates and later be turned in to me. You earn points for participating in peer workshops.
- **Homework and Participation:** You earn credit for in-class, Canvas, and homework assignments. These include grammar exercises, Discussions posts to Canvas, sentence revision, and various writing exercises, which are listed in the schedule of assignments and in Canvas.

- **Attendance:** We do activities in class, for which you receive points. There are no make-ups for these assignments. If you are absent, email to inform me so I can advise you of any important class developments and email you any handouts or tell you where to find them in Canvas. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. In-class and online work cannot be made up. Late papers without an excused absence will be marked down for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. They are also in place because activities are sequenced for a step-by-step approach to developing your writing. Provide documentation (doctor's note, mechanic's bill, athletic commitment, etc.) to excuse an absence.
- **Tutoring:** You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.
- **Classroom conduct:** Please be courteous in class and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking; it also means working on tasks related to the course, and coming to class on time. Class is best when we are all participating in the same conversation, together. When critiquing one another's work in class, offer constructive advice in a kind manner; insulting commentary is only harmful. Please remove earbuds when you come to class; silence and put away cell phones. Laptops and cell phones will only be allowed for specific activities when I assign them.

## 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](http://www.sjsu.edu/gup/syllabusinfo) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

- **Plagiarism:** To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's Academic Integrity Policy (Please see the [Academic Integrity Policy](http://info.sjsu.edu/static/catalog/integrity.html) at <http://info.sjsu.edu/static/catalog/integrity.html>). Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats for your discipline.

## GRADING POLICIES AND ASSIGNMENTS

100A is graded A-F. CR/NCR is not an option in this course because a "credit" in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

**Eligibility points:** During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14th week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

**Final grade:** In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade. (see grading rubric and grading scale included in this syllabus). To receive a C or higher for this course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor may choose to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good standing in the course and have excellent, consistent participation in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

### Out-of-Class Essays

**First drafts:** First drafts are critical to the writing process. Points are given for these drafts and for the mandatory peer reviews. Bring a copy of your first draft, which should be roughly four pages.

**Second and Third Drafts:** Second and third drafts should also be uploaded to Turnitin on Canvas. Just upload your paper to the assignment and Turnitin will generate a report. These drafts should also be uploaded to Criterion, an online editing program. To register for Criterion, go to <http://criterion.ets.org>, create a username and password and enter our **Class Access Code: QCR3 – BQ2C**

Turnitin on Canvas will check for plagiarism so you can revise your draft. Criterion will electronically mark your paper for grammar and usage mistakes. You are required to turn in your paper to Criterion twice and work with your grammar.

**Instructor review of drafts:** I will collect at least one of the rough drafts for each of the two major writing assignments to provide you with advice before your final drafts are due.

**Conferences:** All students have a mandatory conference with me for their second draft of the second paper, the Discipline Investigation assignment. This allows me to meet with you one-on-one to talk with you personally about your writing. All students are invited to talk with me about any of their work in my regular weekly office hours.

**Final Drafts:** Final Drafts are due in class on the day that is indicated on the schedule. You will submit one hard copy to me on this day, as well as a digital copy to Canvas by midnight that same day. All final drafts will adhere to MLA, APA, or another academic format that is appropriate for your major of study.

### **DROPPING THE COURSE**

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 calendar web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy.

**INCOMPLETES:** No incompletes will be given for 100A.

## DESCRIPTION OF ASSIGNMENTS

Assignment	Description	Word count	Assessment
<b>Rhetorical Analysis</b>	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. (SLOs: a, b, c, d, e, f, g)*	1500	Maximum 25 points
<b>Discipline Investigation</b>	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). (SLOs: a, b, c, d, e, f, h)*	1500	Maximum 25 points
<b>Five Critical Reading Reflection Journals</b>	Throughout the semester, you will read sections of a full length work of fiction or non-fiction and respond in a series of reflective journals. Two will be timed essays written in class, two will be written at home. The last is a practice final exam. At the end of the semester, you will place all of these journals in your final portfolio. (SLOs: e, f, g)*	2000	Maximum 15 points
<b>Cover Letter</b>	This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments is your better work and why. (SLO's: a, c, d)*	200-300	Maximum 2 points
<b>Homework &amp; participation</b>	Your instructor will decide how to assign these points to your class work and participation. (SLO's: a, b, c, d, g)		Maximum 33 points
	<i>By the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.</i>		<b>Maximum 100 points; minimum 70 points</b>
<b>Final Portfolio</b>	The portfolio must include the following: <ul style="list-style-type: none"> <li>• The Portfolio Checklist initialed and signed by both student and instructor;</li> <li>• A clean, final draft of the cover letter – 200 words</li> <li>• A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above);</li> <li>• First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor;</li> <li>• Five CRR journals, including two in-class, handwritten journals</li> </ul>	3200 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
<b>Final Exam</b>	An in-class, timed essay, common across all sections of 100A. (SLO's: a, b, d, f, g)*	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

\*SLO's: Student Learning Objectives for the course and assignments—See p. 1 of syllabus for descriptions.

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

**THE WRITING**

4	<ul style="list-style-type: none"> <li>• meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions.</li> <li>• is well-organized and thoroughly developed.</li> <li>• shows good or superior control of grammar, including syntactic variety, range of vocabulary.</li> <li>• intelligently addresses the assignment.</li> </ul>
3	<ul style="list-style-type: none"> <li>• meets most of the rhetorical expectations of the assignment, including purpose, format.</li> <li>• is somewhat organized but may require more development.</li> <li>• contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader’s understanding.</li> <li>• may address some parts of the assignment better than others.</li> </ul>
2	<ul style="list-style-type: none"> <li>• meets few rhetorical expectations of the assignment.</li> <li>• shows weak development and cohesion and/or inappropriate rhetorical choices.</li> <li>• shows an accumulation of grammar and syntactical errors that interfere with readers’ understanding.</li> <li>• omits or misunderstands major parts of the assignment.</li> </ul>
1	<ul style="list-style-type: none"> <li>• fails to meet the rhetorical expectations of assignment.</li> <li>• fails to organize and develop ideas.</li> <li>• contains grammar and syntactical errors that seriously interfere with readers’ understanding.</li> <li>• fails to address the assignment.</li> </ul>

**GUIDE TO THE FOUR CATEGORIES**

- Rhetorical expectations, including purpose, format, tone, etc.
- Development and organization
- Grammar and syntax
- Addressing the assignment or topic

**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
C-	66-69
D+	62-65
D	58-61
D-	57 or lower



Serves as alternative satisfaction of the WST  


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 Does not serve as alternative satisfaction of the WST

F Not eligible for portfolio and final exam

## English 100A / Writing Competency through Genres, Spring 2020, Course Schedule

### NOTES

1. Assignments and due dates are subject to change. Such changes will be announced in class and via Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbook are available to you in Canvas. Bring your Course Reader, East Eats West, or A Pocket Style Manual, or readings from Canvas with you to class each day that there is assigned reading or an exercise from these texts.
4. Some homework will be submitted to me in class, while other homework should be uploaded to Canvas; consult the schedule below and the Canvas modules to know when and where to submit your assignments.
5. You are not responsible for any exercises in the texts that are not listed in our schedule.
6. To complete grammar exercises, read our book, A Pocket Style Manual. The accompanying quizzes can be found on Canvas.
7. Turnitin is enabled for your 2<sup>nd</sup> and 3<sup>rd</sup> drafts of your papers; after you submit them through Canvas, a report will automatically be generated. There is no need to go to the Turnitin website.
8. Find the online grammar check Criterion at <http://criterion.ets.org>; Class Access Code: **QCR3 - BQ2C**.

### Color Key

Holiday
Daily homework and in-class work
Begin lessons on a major paper assignment
Journal due
Draft of paper assignment, portfolio due, final exam

*PSM = Pocket Style Manual*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M, 1/27	<b>In class:</b> Introduction to the course and Canvas <b>After Class On Canvas:</b> Complete the Start Here Module: Things You Need to Know about the Course and Week 1 Canvas Activities--due before class Mon, 2/3
1	W, 1/29	<b>Bring to class:</b> Notebook paper to write Journal 1 <b>In class:</b> Diagnostic essay (Journal 1) written in class
<b>Begin Lessons for the Rhetorical Analysis</b>		
2	M, 2/3	<b>Before Class:</b> Be sure you have completed the Week 1 Canvas Activities; <b>Read and Print Out</b> the Rhetorical Analysis Assignment (in Canvas) <b>In class:</b> Finding an academic article for your rhetorical analysis; library orientation  <b>🔍 Look ahead:</b> Begin searching for documents for the rhetorical analysis assignment; two are required in class on Wed, 2/12

Week	Date	Topics, Readings, Assignments, Deadlines
2	W, 2/5	<p><b>Before class:</b> Read the Course Reader, pp. 1-6 and 11; <i>East Eats West</i> “Introduction” and “Ode to the Bay,” pp. 1-11</p> <p><b>Before class:</b> Read + Quiz: PSM Ch. 10 and take Canvas Quiz on subject-verb agreement</p> <p><b>In class:</b> rhetorical modes</p>
3	M, 2/10	<p><b>Before class:</b> Read the Course Reader, pp. 7 and 10 and complete Canvas Discussion 2: Watch “Appeals Lesson Video #3” and in a reply, respond to the prompt.</p> <p><b>Bring to class:</b> Identifying patterns of development worksheet</p> <p><b>Bring to class:</b> Grammar corrections for Journal 1</p> <p><b>In class:</b> rhetorical appeals</p>
3	W, 2/12	<p><b>Before class:</b> Read the Course Reader, pp. 9 and 12</p> <p><b>Before class:</b> Read and Print Out the Sample annotated article + Transitions (in Canvas) and complete Canvas Discussion 3: Watch “Writing Tip Video #6 and in a reply, type in your practice paragraph you wrote from the video exercise.</p> <p><b>Bring to class:</b> 2 possible documents to analyze for the rhetorical analysis</p> <p><b>In class:</b> close reading, annotating, and rhetorical situation</p>
4	M, 2/17	<p><b>Before class:</b> Read and Print out: Model RA (in Canvas)</p> <p><b>Bring to class:</b> Your completed annotated article and rhetorical situation handout</p> <p><b>In class:</b> Draft a TEA body paragraph with a quote sandwich</p> <p><b>After class:</b> Post your body paragraph you drafted in class to Canvas Discuss 4 by midnight tonight; reply to two classmates’ paragraphs by Tue, 2/18. You must reply to two classmates to receive credit.</p>
4	W, 2/19	<p><b>Before class:</b> Return to Canvas Discussion 4 to read your classmates’ and my advice to revise your paragraph before your first draft is due 2/24.</p> <p><b>Before class:</b> Complete the Video Assignment: Watch “Writing Tip Videos #4 and #5” and submit your response to Video Assignment in Canvas</p> <p><b>In class:</b> draft an introductory paragraph</p> <p><b>After Class:</b> Post your introductory paragraph you drafted in class to Canvas Discussion 5 by midnight tonight; reply to two classmates’ paragraphs by Friday, 2/21. Read your classmates’ advice to revise your introduction and TEA body paragraph before your first draft due on Mon.</p>
5	M, 2/24	<p><b>Bring to class:</b> First draft of RA for peer review (bring a hardcopy to class, at least 4 pages must be completed; you must attach your annotated article with your draft). <b><u>I expect paragraphs posted in Canvas last week to be revised before you turn in this draft.</u></b></p> <p><b>In class:</b> peer review; out-of-class journal 2 assigned</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	W, 2/26	<b>Before class:</b> Read <i>PSM</i> , Ch. 30 “Avoiding Plagiarism,” pp. 120-121 and <i>East Eats West</i> , pp. 13-49  <b>In class:</b> plagiarism, using Criterion, revising
6	M, 3/2	<b>Bring to class:</b> typed out-of-class Journal 2 <b>Bring to class:</b> completed plagiarism worksheet In class: Revising
<b>Begin Lessons for the Discipline Investigation</b>		
6	W, 3/4	<b>Bring to class:</b> Draft 2 of Rhetorical Analysis (bring a hardcopy to class; attach the graded Draft 1 and the annotated article. Upload to Canvas by midnight; use Criterion for grammar help before submitting)  <b>Before class:</b> Read the Discipline Investigation Assignment (Canvas)  <b>In class:</b> introduction to Discipline Investigation Assignment 🔥 Look ahead: Begin searching for a person to interview and conduct the interview as soon as possible. First draft is due Mon. 4/6.
7	M, 3/9	<b>Before class:</b> Read + Quiz: <i>PSM</i> Ch. 15 and take Canvas Quiz on run-on sentences <b>In class:</b> drafting interview questions; Read “Interview Questions,” “Interview Tips,” and “Informational Interviews” (Canvas)
7	W, 3/11	<b>Before class:</b> Read <i>East Eats West</i> (50-106) to write in-class Journal 3 <b>Bring to class:</b> Grammar corrections for Journal 2 <b>Bring to class:</b> notebook paper to write Journal 3 <b>In class:</b> Write Journal 3 in class
8	M, 3/16	<b>Before class:</b> Read “Model DI” in Canvas <b>Before class:</b> Read + Quiz: <i>PSM</i> Ch. 6 and take Canvas Quiz on mixed constructions <b>In class:</b> discuss Model DI; Journal 4 assigned
8	W, 3/18	<b>Bring to class:</b> Final Draft 3 of RA; upload your draft to Canvas and bring one hard copy to class: attach graded Draft 2 and annotated article. Use Criterion to fix grammar.
9	M, 3/23	<b>Before class:</b> Read + Quiz: <i>PSM</i> Ch. 16b and take Canvas Quiz on articles <b>In class:</b> finding outside research/sources for the DI
9	W, 3/25	<b>Bring to class:</b> Grammar corrections for Journal 3 <b>Bring to class:</b> typed out-of-class Journal 4 (in response to <i>Eat Eats West</i> 107-168) <b>Before class:</b> Read <i>PSM</i> —MLA Documentation Style—Look through Ch. 33a and 33b <b>In class:</b> MLA documentation style
10	3/30-4/3	SPRING BREAK—NO CLASS
11	M, 4/6	<b>Bring to class:</b> First Draft of Discipline Investigation (bring a hardcopy to class, at least 4 pages must be completed) <b>In class:</b> peer review and details in paragraphs

Week	Date	Topics, Readings, Assignments, Deadlines
<b>Begin Lessons for Final Exam</b>		
11	W, 4/8	<b>Before class:</b> Read + Quiz: PSM Ch. 19 and take Canvas Quiz on apostrophes <b>In class:</b> Prep for Journal 5, a practice final
12	M, 4/13	<b>Bring to class:</b> Draft 2 of Discipline Investigation; bring a hardcopy and attach Draft 1; upload to Canvas and use Criterion to fix grammar. ☘ <b>In class:</b> sign-up for conferences  <b>Conferences—Tue, 4/14-Fri, 4/17.</b> <i>Come to my office (FOB 218) for a conference at your scheduled time and day.</i>
12	W, 4/15	<b>Bring to class:</b> notebook paper for Journal 5. You may also consult notes to write this paper <b>In class:</b> Write Journal 5/Practice Final Exam
13	M, 4/20	<b>Bring to class:</b> Final draft of DI. Bring a hardcopy to class and attach graded Draft 2. Use Criterion to fix grammar and upload to Canvas.  <b>In class:</b> Assign cover letter and prep for final
13	W, 4/22	<b>Bring to class:</b> typed cover letter introducing your portfolio to your readers <b>In class:</b> <ul style="list-style-type: none"> <li>• students notified if they are eligible for the portfolio and final exam</li> <li>• portfolio preparation workshop</li> <li>• prep for final exam</li> </ul>
14	M, 4/27	<b>Bring to class:</b> Completed portfolio assembled according to instructions <b>In class:</b> portfolio check and submission
14	W, 4/29	<b>Bring to class:</b> Yellow exam booklet; no notes allowed <b>In class:</b> Write the final exam; this is our final class meeting
15	M, 5/4 W, 5/6	No class this week
16	5/13-5/19	Results and portfolios returned to students (Dates and Times TBA)