San José State University  
Department of Kinesiology  
KIN 100W, Writing Workshop, Section 5, Spring 2016

Instructor: Alissa Shaw, MLA  
Office Location: SPX, Room 247  
Email: alissa.shaw@sjsu.edu (preferred method of contact)  
Office Hours: Thursday, 4:30pm-5:30pm and by appointment  
Class Days/Time: T/Th 1:30pm-2:45pm  
Classroom: SPX 163  
Prerequisites:  
(a) Grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), (b) Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), (c) Upper division standing (60 units), (d) Completion of Core GE

GE/SJSU Studies Category: (Area Z)

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description
Advanced skills in writing. Generalized and specialized forms of writing. Development of advanced writing skills and creation or organized, persuasive and analytical prose. The course will involve generalized and specialized forms of writing. Students will be required to write critical reviews of published writings, a business letter, scholarly paper, equity/diversity paper, reflective papers involving PRJA analysis and on topics in the health fields, and abstract of a journal article. Oral presentations will also be required.

Course Goals and Student Learning Objectives
Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both
specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught. Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

(SLO 1). produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, clarity of expression

(SLO 2). explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

(SLO 3). organize and develop essays and documents for both professional and general audiences

(SLO 4). organize and develop essays and documents according to appropriate editorial and citation standards

(SLO 5). locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Objectives for SJSU Studies - Area Z:

Upon successful completion of KIN 100W, the student will be able to:

a. perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

b. express (explain, analyze, develop, and criticize) ideas effectively.

c. use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

d. write for different audiences (both specialized and general).

e. use (locate, analyze, and evaluate) supporting materials, including independent library research.

f. synthesize ideas encountered in multiple readings.

g. construct effective arguments.

h. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

i. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.
Course Objectives

Upon successful completion of KIN 100W, the student will be able to:

a. write with brevity and precision of expression.
b. recognize and produce different styles and levels of writing.
c. write in business letter format.
d. prepare a resume and cover letter.
e. locate and effectively use appropriate resources.
f. write a cohesive expository response with correct grammar and punctuation.
g. write an abstract for a journal article.
h. critique a journal article.
i. write an article for a professional publication using APA format.

Required Texts/Readings


KIN 100W Course Reader – Available on Canvas

A comprehensive dictionary and college-level thesaurus are strongly recommended.

Classroom Protocol

Students are expected to be courteous during class. Any student engaging in disruptive behavior will be asked to leave. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, such as texting or websurfing, is distracting and students who engage in these actions will be asked to leave. Further disruption will be cause for the student’s behavior being reported to the SJSU Office of Student Conduct and Ethical Development.

1. All materials must be original works of the student and typed with text and references in APA format.

2. Assignments may be asked to be submitted in hard copy and/or uploaded to Canvas.

3. Assignments are due at the beginning of class on the assigned date. Papers are to be used for this class only. Late papers (beginning the day following due date) will be penalized 1 letter per day. No papers will be accepted more than 3 days late. Also, NO papers will be accepted via email unless arrangements had been made with me directly.
4. Only under extreme circumstances will an “incomplete” grade be assessed. “I’ve had a tough semester” will not be sufficient.

5. After 5 unique errors on one page—formatting, grammar, punctuation, spelling, content, uncited claims, plagiarism, etc. — and 7 errors in the first two pages of an assignment, I reserve the right to draw a line, mark a “C,” “D” or “F” grade, and stop reading.

6. Finally, students are encouraged to periodically check out various websites and other information (e.g. quiz/exam hints, current events) related to writing.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at 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.

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

**Library Liaison**

Suzie Bahmanyar and Geetali Basu, SJSU Librarians, are available to assist students in finding articles and developing research strategies in the MLK Library. One of their areas of expertise is KIN. To meet with them, email them here: suzie.bahmanyar@sjsu.edu and geetali.basu@sjsu.edu

**Course Requirements and Assignments**

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

**General Expectations, Rights and Responsibilities of the Student**

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

**Assignments and Grading Policy**

**Topics covered in the course include:**

1. Research Basics
2. Writing Style
3. Grammar
4. Agreement
5. Parallel construction
6. Possessives
7. Punctuation
8. Reference lists
9. Citation format/style
10. Bias free communication
11. Capitalization, hyphenation, seriation
12. Numbers
13. Accessing scholarly journal articles from the internet
14. Critiquing journal articles
15. Writing abstracts
16. Theses, dissertations, and student papers
17. Manuscript preparation
18. Manuscript acceptance and production
19. Ethics
20. Writing resumes and cover letters

**Assignment and Test Specifics - Total class points class = 100.**

**a. Topic Proposal (10% pts.)**

This assignment should be 3-4 pages in length and address the following questions: 1) What is your research question? *Is it problematic?* 2) What is your personal relationship to this question? *What drew you to this question? How will your relationship to it affect your research and writing process?* 3) What is the larger significance of your topic? *Who or what could benefit from your research?* 5) How will your topic address/include multicultural perspectives? 6) What research sources will you use and where will you find them? *Will you need to look outside of the MLK Library? Who, specifically, are the key experts you’ll need to cite?*

Length: 2-4 pp. Satisfies student learning objectives a, b, c, e, and f.

**b. Annotated Bibliography (10% pts.)**
Submit an annotated bibliography for **10 scholarly sources** published within the past 10 years. At least 3 of these sources must illuminate multicultural considerations of your research paper topic. Web sites are not acceptable unless they are online versions of print academic journals. It must also include 3-5.gov or non-profit websites. For each source, include a correct APA reference citation. Under each reference citation, provide a paragraph of 5-8 sentences that: 1) summarizes the main argument of the source; 3) relays the implications of the research; 3) identifies the intended audience; 4) compares and/or contrasts the source to another, specific, source in the bibliography; 5) explains how this source will be helpful in answering your research question.

Length: 5-6 pp. Satisfies student learning objectives a, b, c, e, and f.

c. **Outline (10% pts.)**
The purpose of this assignment is to come up with a plan for your paper that will help you organize your thoughts before you begin writing. Rather than specify a particular format for the outline, please choose one that works for your particular writing process and learning style. No matter how your outline is formatted, **it is required that you include the major points you intend to make and use complete sentences rather than key words** (don’t just list the general concepts you will cover, articulate what you plan to say about those concepts). See example on page 518 in the text.

Length: 2-4 pp. Satisfies student learning objectives a, b, c, e, and f.

d. **Problem Statement (10% pts.)**
Students are required to write the introduction of an empirical article which must include the statement of the problem, related background information from two scholarly and empirical journal articles, a problem statement, and a hypothesis. Points will be based on organization, logic, clarity, grammar (includes use of active voice), punctuation, and APA format. Detailed information on this assignment will be provided.

Length: 2-4 pages. Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

e. **Abstract (5% pts.)**
Students must write an abstract for an empirical, scholarly journal article. Points will be based on clarity, organization, brevity (includes use of abbreviations), grammar (includes use of active voice), punctuation, and APA format. Detailed information will be provided.

Length: 1 page. Satisfies student learning objectives a, b, c, d, g, and i.

f. **Draft of Scholarly Research Paper (5% pts.)**
The draft 1 of the final research paper must contain the following: 1-3 pp. of text, a working thesis statement, a working forecasting statement, clearly defined section headings, and a working references page. To receive credit for this assignment, it must be submitted in class during the peer review session. Draft 2 includes the same, but includes pages 4-6; Draft 3 pages 7-10.
g. Scholarly Research Paper (20% pts.)
The final research paper must include the following:
1. 9-12 pages of text, not including the title page and references page.
2. A focused and thoughtful research question and thesis that involved challenging significant research.
3. Integrate multicultural and interdisciplinary considerations and perspectives.
4. Synthesize information from a wide range of relevant sources, both print and electronic, relevant to the thesis, balanced, and critically evaluated for credibility and objectivity.
5. Logical organization with unity developed from the thesis and clear connections among ideas.
6. Researcher’s ideas integrated smoothly with paraphrased and quoted material, and all conclusions clearly supported by relevant, convincing evidence.
7. Effectively communicated the results of research to convey an original understanding (researcher’s voice) with clear, unified concluding ideas.
8. Student papers demonstrate clear writing that exhibits mostly proper grammar, word choice, spelling, and consistently accurate APA format and citation style.

Length: 9 - 12 pages for each draft. Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

h. Presentations (10% pts.)
All students are required to present their research project on the last day of class. Presentations must be between 5 and 10 minutes in length and must address what they discovered in the research and how they contributed to the academic discourse surrounding their topic. Points will be based on accuracy of information and organization of the presentation. Points will also be based on accuracy, organization, grammar, punctuation, and APA format of the presentation.

Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

i. Examinations (10% pts.)
Midterm worth 5 points; Final Exam worth 5 points of final grade.
The midterm exam format will consist of multiple-choice questions and editing challenges. The final exam will consist of multiple-choice questions, short answers, and essay. Students are responsible for all material assigned in the book and presented in lecture. Although the lecture and book assignments will overlap to a great extent, some material in the lectures Apr not appear in the book and some of the material in the book Apr not be presented in lecture. The examinations will be based on both lecture and book material. A scantron 882-E and large blue/green book is required for both exams.

j. Resume and Cover Letter Assignment (10% pts.)
Students must write a cover letter and a resume, which are specific to a job announcement. Points will be based on organization, clarity, brevity, grammar (including use of action verbs), punctuation, and marketing effectiveness. Details will be provided. Students are required to sign up with the SJSU Career Center with Sparta Jobs. Students are
to bring to class on day assigned, copy of job/internship they intend to “apply for” as a part of the assignment.

The copy of the job and all pertinent information used to “target” the resume for the specific position will be turned in along with the cover letter and resume. The assignment will be peer reviewed prior to final copy being turned in to the instructor. Web link is: http://careercenter.sjsu.edu/.

The specific link to the job search function on the Career Center web site is: http://careercenter.sjsu.edu/jobsearchtips/jobsearchtips.html.

Length: 10 approx. pages. Satisfies student learning objectives a, b, c, d, and g.

**k. In-Class-Writing:**
Students will write essays in class to be peer reviewed. Emphasis will be placed on organization, logic, clarity, grammar, and punctuation. Emphasis for peer reviews will be placed on constructive criticism, logic, clarity, grammar, and punctuation. Detailed information will be provided.

Length: 4-6 pages. Satisfies student learning objectives a, b, c, d, f, g, h, and i.

Note: Students must use New Times Roman with a size 12 font for all submitted work in APA format.

**Evaluation**
To convert total points into a letter grade, use the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A+</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

The ABC/NC grading will be replaced by full letter grading (A-F) for all 100W courses, retaining the need for all such courses to be passed with a C or better (C– not accepted) when satisfying the CSU Graduation Writing.

**Assessment Requirement**
Your grade in this course will be determined by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Problem statement</td>
<td>10%</td>
</tr>
<tr>
<td>Abstract</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper Drafts (x2)</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Resume and cover letter</td>
<td>10%</td>
</tr>
<tr>
<td>Presentations (1)</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm and Final examination</td>
<td>(5% each) 10%</td>
</tr>
</tbody>
</table>

There will be no make-up allowed for any missed examination. Assignments will not be accepted late except in cases of documented (doctor’s note) “extreme” emergency. See the course calendar for special dates.

The course will be taught as a workshop. This means students and instructor will work one-on-one at times and in small groups. Your work will be reviewed by your peers.

**University Policies**

**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. 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.

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’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without
giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**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 [Disability Resource Center (DRC)](http://www.drc.sjsu.edu/) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs will be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at [http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

**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:
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.”

Peer Connections

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

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

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit the Peer Connections website for more information.
KIN 100W / Writing Workshop, Spring 2016

Course Schedule

Schedule/Calendar Note: This schedule is subject to change based on class instruction needs at instructor’s discretion. Changes will be verbally announced in class. Attendance is key to staying current.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC / ASSIGNMENTS</th>
<th>APA MANUAL READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 28</td>
<td><strong>Course Introduction.</strong> Introduction, expectations, assignments.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feb. 2</td>
<td>APA Style Summary LN2. Due in class, hard copy: Reflection #1</td>
<td>21 – 40</td>
</tr>
<tr>
<td></td>
<td>Feb. 4</td>
<td>APA Section Development LN3-A.</td>
<td>61 – 63</td>
</tr>
<tr>
<td>3</td>
<td>Feb. 9</td>
<td>APA Section Development LN3-A.</td>
<td>63 - 70</td>
</tr>
</tbody>
</table>
|      | Feb. 11| **Field Trip: MLK Library, 2nd floor, room 219**
Field Trip: MLK Library, 2nd floor, room 219
Introduction to research practices with SJSU Librarians |                    |
<p>| 4    | Feb. 16| Writing Style LN4.                                                                 | 77 – 111           |
|      | Feb. 18| <strong>Topic Proposal Due</strong>                                                             |                    |
| 5    | Feb. 23| How to critique a journal article LN6                                               | 77 - 111           |
|      | Feb. 25| Punctuation LN7.                                                                  | 77-111             |
| 6    | Mar. 1 | Crediting Sources LN 10 Quotes.                                                    | 111 – 124          |
|      | Mar. 3 | Crediting Sources LN11: References. Crediting Sources LN11 cont’d.                 |                    |
| 7    | Mar. 8 | <strong>Annotated Bibliography Due</strong> Writing an Abstract LN8.                            | 169- 173           |
|      | Mar. 10| <strong>MLK Library Research follow up field trip 2nd floor, Room 219</strong>                   |                    |
| 8    | Mar. 15| <strong>Abstract due</strong> Grammar LN9                                                       | 174 – 224          |
|      | Mar. 17| Grammar LN9                                                                        |                    |
| 9    | Mar. 22| Capitalization, Italics, Abbreviations.                                             |                    |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 24</td>
<td>Problem Statement due.</td>
</tr>
<tr>
<td></td>
<td>Midterm review/Bring APA workbook.</td>
</tr>
<tr>
<td></td>
<td><strong>Midterm examination.</strong></td>
</tr>
<tr>
<td>10</td>
<td>Mar. 29 Spring Break-no classes</td>
</tr>
<tr>
<td></td>
<td>Mar. 31 Spring Break-no classes</td>
</tr>
<tr>
<td>11</td>
<td>Apr. 5 Writing an effective cover page and resume</td>
</tr>
<tr>
<td></td>
<td>Apr. 7 Resume and Cover Letter due in class peer reviews</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 12 Numbers</td>
</tr>
<tr>
<td></td>
<td>Apr. 14 <strong>Outlines Due</strong></td>
</tr>
<tr>
<td></td>
<td>Apr. 14 Final resume and Cover Letter due</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 19 Reducing Bias LN5</td>
</tr>
<tr>
<td></td>
<td>Apr. 21 Reducing Bias LN5</td>
</tr>
<tr>
<td></td>
<td>70 – 76</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 26 <strong>Article workshop - Draft 2 pp.1-3 Due.</strong></td>
</tr>
<tr>
<td></td>
<td>Paraphrasing/Plagiarism/Ethics. Manuscript Preparation.</td>
</tr>
<tr>
<td></td>
<td>Apr. 28 What makes an effective presentation?</td>
</tr>
<tr>
<td></td>
<td>In-Class Draft Editing (tentative)</td>
</tr>
<tr>
<td>15</td>
<td>May 3 Final Paper Presentations</td>
</tr>
<tr>
<td></td>
<td>In-Class Draft Editing (tentative)</td>
</tr>
<tr>
<td></td>
<td>Catch-up Day</td>
</tr>
<tr>
<td></td>
<td>May 5 <strong>Article workshop - Draft 2 pp. 4-6 Due.</strong></td>
</tr>
<tr>
<td></td>
<td>Final Paper Presentations</td>
</tr>
<tr>
<td>16</td>
<td>May 10 Final Paper Presentations (continued)</td>
</tr>
<tr>
<td></td>
<td>May 12 Last Day of Instruction. Final Exam Review</td>
</tr>
<tr>
<td></td>
<td>Final Paper Due to Canvas</td>
</tr>
<tr>
<td>17</td>
<td>May 19 Final Exam:</td>
</tr>
<tr>
<td></td>
<td>Thursday, May 19</td>
</tr>
<tr>
<td></td>
<td>12:15pm</td>
</tr>
<tr>
<td></td>
<td><a href="http://info.sjsu.edu/web-dbgen/narr/static/schedules/final-exam-schedule-spring.html">info.sjsu.edu/web-dbgen/narr/static/schedules/final-exam-schedule-spring.html</a></td>
</tr>
</tbody>
</table>

**Online Handouts (Bring to Class)**

- Taking notes from Research Reading
- Scholarly Sources
- Transitional Expressions