

# San Jose State University

## Department of English and Comparative Literature

### English 1A, Written Composition 1 (GE A2), Section 67, FALL 2014

#### “Television, Fan Culture, and Community: How the Medium is Changing”



Instructor: Jessica Keaton

Class Days/Time: TR 2:00-3:15pm

Office Location: FOB

Classroom: Clark 316

Email: [jessica.keaton@sjsu.edu](mailto:jessica.keaton@sjsu.edu)

GE Category: Written Communication A2

Office Hours: T 1:30-3:00pm

#### Required Texts/Readings

- *The World is a Text: Writing, Reading and Thinking About Visual and Popular Culture* (3<sup>rd</sup> Edition) by Jonathan Silverman and Dean Rader – **ISBN-10:** 0136033458; **ISBN-13:** 978-0136033455
- *The Elements of Style* (4<sup>th</sup> Edition) by William Strunk and E.B. White – **ISBN-10:** 020530902X; **ISBN-13:** 978-0205309023

#### Supplemental Texts/Readings

- *The Everyday Writer* (5<sup>th</sup> Edition) by Andrea Lunsford – **ISBN:** 9781457667121

### **ENGL 1A Section Description**

Throughout the years, television has served as a window to the world, connecting all corners of the world with the push of a button. Now with the rise of the internet and the easy access to technology, this world is changing. In this course, we will look at the past sixty years in television and observe the changes that have taken place. However, the bulk of the course will be spent evaluating the changes that have taken place since the introduction of the internet. We will analyze the rise of fan culture and evaluate its relevance in both academia and the modern world. The course will consist of four units: The Television Sitcom, The Television Soundtrack, Fan Culture in Art, Fan Culture in Social Media

### **ENGL 1A Course Description**

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the "personal voice" and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

### **GE A2 Course Description**

Written Communication 1 cultivates an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

### **Prerequisites**

Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

### **GE Learning Outcomes (GELO)**

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

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

### **ENGL 1A Course Outcomes (CLO)**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in

all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Academic Policies**

You are responsible for reading the following information online at:

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

### **Classroom Protocol**

#### **Participation**

As a member of this class, you should be committed to contributing to discussion, answering questions, and completing assignments. I will observe your participation and grade you accordingly throughout the semester.

#### **Attendance**

You are unable to participate in this class if you don't attend. Therefore, your attendance will have a direct correlation with your participation grade.

#### **Tardiness**

I will be on time for every class, so I expect you to do the same. We will begin classwork promptly at 12:00 and if you are tardy, you will be expected to make up that assignment. Also, being tardy is a disruption to me, along with your classmates. Please make an effort to be respectful and be on time.

#### **Technology**

On certain days, which you will know about in advance, you will be permitted to use technology in class. This includes computers, tablets, and cell phones. On any other day, these items are prohibited in the classroom. If I see you on these devices, participation points will be deducted from your grade and after multiple warnings, you will be asked to leave the classroom. Using these items in class causes a distraction, which is disrespectful to the class.

## **Late Work**

I will permit you to turn in ONE late assignment in the course of the semester. I encourage you to use this opportunity when you really need it, like when you are sick or unable to attend class for another important reason. Once you have turned in one late assignment, no others will be permitted.

## **Eating**

I understand that this course is during lunchtime, so I will permit eating in the classroom as long as it's not disruptive. Nothing too smelly. Nothing too loud. Nothing that is going to be messy.

## **Extra Credit**

Throughout the course of the semester, I will allow you to turn in four extra credit assignments. Each assignment will earn you five extra points. You can complete the additional two creative projects and/or attend any on-campus reading event and write a one-page summary about your experience. For more information on these events, please visit [www.litart.org](http://www.litart.org).

## **University Policies**

### **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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

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

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, 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.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - 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 S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## Accommodation to Students' Religious Holidays

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. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## Grading

A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

## Grading Breakdown

Four Out-of-Class Essays (1250 words each) – 400 points

- Television Literacy Essay – **GELO 1, 2, 3 4, 5**
- Personal Essay (Memoir) – **GELO 2, 3 4, 5**
- Argumentative Essay – **GELO 1, 2, 3 4, 5**

- Reflective Analysis – ***GELO 1, 2, 3, 4, 5***

Three In-Class Essays (1250 words each) – 300 points

- Diagnostic Essay – ***GELO 2, 3, 5***
- Descriptive Essay – ***GELO 2, 3, 5***
- Compare/Contrast Essay – ***GELO 1, 3, 4, 5***

Two of Four Projects – 100 points

- Personal Television History Project
- Your Soundtrack Project
- Fan Art Project
- Social Media Project

Rhetorical Presentation (250 Words) – 50 points

Final Portfolio/Conference – 50 points

Journal – 50 points

Participation: 50 points

### **Reading**

English 1A is a reading-intensive course meant to help you strengthen your reading and critical thinking skills. All readings listed on the calendar must be finished by the class time for the date listed. So to ensure full credit you must complete the readings by class time and be prepared to participate orally and in writing.

### **Diversity**

SJSU studies include an emphasis on diversity. Thus, you will be reading articles from writers of different ethnicities, gender, socioeconomic class, and ideologies.

### **Writing**

English 1A is a writing-intensive course meant to prepare you for college-level writing, which will be required in all other classes, and which depends upon clear communication of meaning. All essay writing assignments are noted on the calendar and must be turned in by the beginning of class on the day they are due. All other writing assignments will be assigned during class and must be turned in on time. You will also receive assignment sheets with further instructions for all essays. You will write more than 8000 words this semester.

### **Learning Groups**

At the beginning of the semester, I will divide you into groups of five. You will be required to complete a group project at some point in the semester with your assigned group. Also, you will be expected to conduct peer workshops throughout the semester. Please exchange information and get to know members of your group in case you've missed an assignment or need to meet outside of class.

### **Out of Class Essays**

You will write out of class essays at the end of each unit. Each essay will be a minimum of 1250 words long (5-6 pages long depending on font). You are encouraged to bring rough drafts to my office hours to make essays as excellent as possible. There will be significant point deductions for not using MLA, or for improper or missing citations. Part of MLA guidelines require the essay be typed in a 12-point font, double-spaced, with one-inch margins on all sides, and with your name and page number in the

header. All minimum requirements listed on the writing prompts must be met in order to pass the assignment. Passing is a C. To receive an A you must exceed the requirements.

- **Television Literary Essay**

This is your chance to be nostalgic. For this assignment, I want you to write about how you learned to watch television and how your “television literacy” developed over time. What did you watch when you were a child? A teenager? Now? What is the difference between how you watched television at each age? Who was influential on your viewing experiences? What influenced you then? What influences you now? What interested you then? What interests you now? Be specific and cite your sources.

- **Personal Essay (Memoir)**

This is your chance to be creative. For this assignment, I want you to write about a specific instance that involves you and something to do with television. Remember, personal essays use the elements of fiction to get their points across: figurative language, scenic writing, reflection, etc.

- **Argumentative Essay**

This is your chance to express your opinion. For this assignment, I want you to decide whether fan art should be considered art or plagiarism. You should include at least three reasons for your opinion and be able to support it with outside sources, such as the readings from class or other book and internet sources.

- **Reflective Analysis**

This is your chance to tell me how you have grown throughout the semester. Cite your own work. Be specific. How have your views on television changed? How have you become a better writer? A more-informed viewer? A better human being?

### **In Class Essays**

You will write three in class essays during the semester. Each essay will be a minimum of 1250 words long (5-6 pages long depending on font). You are encouraged to bring rough drafts to my office hours to make essays as excellent as possible. There will be significant point deductions for not using MLA, or for improper or missing citations. Part of MLA guidelines require the essay be typed in a 12-point font, double-spaced, with one-inch margins on all sides, and with your name and page number in the header. All minimum requirements listed on the writing prompts must be met in order to pass the assignment. Passing is a C. To receive an A you must exceed the requirements.

- **Diagnostic Essay**

In this essay, I want to get to know you a bit. Tell me about yourself and your fandoms. What makes you interested in these television shows, books, movies, sports, etc? How did you become interested in them?

- **Descriptive Essay**

In this essay, you will be expected to write about your favorite scene in a television with sensory details. Paint the picture on the page. What do you see and hear? Then, use your

imagination. How do items feel, taste, and smell in the scene?

- **Compare/Contrast Essay**

In this essay, you'll write about the difference between entertainment news and journalism. What is similar and different about how each group gets its information? Is it presented in the same way? Differently?

### **Creative Projects**

Along with the completion of your essays, you are required to turn in two of the four creative projects during the middle of each unit. Each project will coincide with the unit and essay assignment. These projects aren't graded on artistic merit, but effort on the student's part. In short, you don't have to be the best artist to get a good grade on the project. If I can tell time and effort was put into the project, I will grade accordingly.

- **Unit #1 Project: Television Literacy**

Your essay assignment is to tell me about your media literacy, but for this creative project, I want you to show me. Make a collage, a poster, a powerpoint presentation, etc. of your television literacy (see essay assignment for a more specific definition of television literacy). P.S. - This will help you tremendously on your essay.

- **Unit #2 Project: Your Soundtrack**

I want you to imagine you have your own television show. If you were able to have your own theme song, what would it be? What would be the end-credits song? The dramatic moment song? Make a CD or playlist that would be the soundtrack of your life's television show. Along with it, write an explanation for each track, telling us the significance of each one.

- **Unit #3: Fan Art**

It's time to let out your inner fanboy or fangirl. For this assignment, I want you to create your own fan art inspired by a television show of your choice. You could write fanfiction, create a visual art piece, or parody an episode on YouTube.

- **Unit #4: Social Media**

I want you to get involved with the fan community. Maybe you decide to post your Fan Art online. Or maybe you start a blog. Or maybe you post commentary about your favorite show on YouTube.

### **Revisions**

Throughout the semester, you will be expected to revise four essays of your choice. You will do so with the assistance of myself and your learning groups. Both first and final drafts will be included in your final portfolio, so don't throw anything away. **YOU MUST INCLUDE REVISION #4 IN YOUR FINAL PORTFOLIO LABELED AS SUCH!**

### **Rhetorical Project**

At some point in the semester, you will be expected to complete a group rhetorical project with your learning group. It will be a 15-20 minute lecture to the class on your assigned Strunk and White chapter. As part of this project, you will be responsible for giving the class a one-page minimum

worksheet on your discussion. IMPORTANT: ONCE WE GO OVER EACH CHAPTER, YOU WILL BE RESPONSIBLE FOR THIS KNOWLEDGE. IF YOU MAKE ERRORS ASSOCIATED WITH CHAPTERS WE'VE ALREADY GONE OVER IN CLASS, I WILL DEDUCT EXTRA POINTS FROM YOUR PAPER.

### **Journal**

Each day you are in class, you will be responsible for a five minute journal entry, be it a free write, an assigned question, or another prompt. Your entries need to be dated and I will check them at random. If you miss a day, you will be expected to make it up. This will be done at the beginning of class, so please be on time for class.

### **Conferences**

You will be responsible for seeing me during my office hours three times throughout the semester. One of these will be required within the first three weeks. If you do not come to my office hours, it will reflect in your participation grade.

### **Final Portfolio/Conference**

This is the fun part! You'll be able to show off the hard work you've done throughout the semester. You'll turn in your final portfolio and present one of your essays and creative projects to the rest of the class.

### **Want Extra Help?**

#### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may 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 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, 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

10<sup>th</sup> 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 [Peer Connections website](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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 Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website at <http://www.sjsu.edu/counseling>.

# English 1A, Section 65 / “Television, Fan Culture, and Community: How the Medium is Changing”, Fall 2014, Course Schedule

*\*Schedule and assignments are subject to change*

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/26/14	Introduction of course and syllabus <b>Homework: Read the Introduction to <i>The World is a Text</i> (Pg. 3-22)</b>
1	08/28/14	<b>In-Class Essay #1: Diagnostic Essay</b> <b>Homework: Read 30-41, 53-57 in <i>TWIAT</i></b>
2	09/02/14	Discussion: How you began consuming media; children's television, Introduction of first out-of-class essay assignment <b>Homework: Read 65-71 in <i>TWIAT</i>, Chapter #1 in <i>The Elements of Style</i></b>
2	09/04/14	Discussion: Media directed at tweens, teens, and young adults <b>Group #1 Rhetorical Presentation Due: Elementary Rules of Usage</b> <b>Homework: Read 119-130 in <i>TWIAT</i></b>
3	09/09/14	Discussion: What you are consuming today; Television in the 2010's <b>Creative Project #1 Due: Television Literacy</b>
3	09/11/14	Discussion: Sharing your paper topics <b>Out of Class Essay #1 Due: Television Literacy Essay</b> <b>Homework: Handouts – “Finding Your Voice”</b>
4	09/16/14	Discussion: Elements of the Personal Essay – Scene, Summary, and Reflection <b>Homework: “The Past Breaks Out”</b>
4	09/18/14	<b>In Class Essay #2: Descriptive Essay</b> <b>Homework: Handout – “Writing and Remembering”</b>
5	09/23/14	Discussion: Recalling the Past – Using Media to Remember <b>Homework: Handout – Excerpt from “The Memory Palace”</b>
5	09/25/14	Discussion: Crafting the Personal Essay – Structure <b>Group #2 Rhetorical Presentation Due: Elementary Principles of Composition</b> <b>Homework: Handouts from the New York Times</b>
6	09/30/14	Discussion: Memory vs. The Truth – Memoir Controversy <b>Creative Project #2 Due: Your Soundtrack</b>
6	10/02/14	Discussion: The News – How Media has Transformed Journalism

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Out of Class Essay #2 Due: Personal Essay (Memoir)</b></p> <p><b>Homework: Handout – Frontline Interviews</b></p>
7	10/07/14	<p>Discussion: The Tabloids – TMZ and Celebrity Culture and Obsession</p> <p><b>Homework: Newsweek Article, “In Defense of Our Tabloid Culture”</b></p>
7	10/09/14	<p><b>In Class Essay #3: Compare/Contrast Essay</b></p>
8	10/14/14	<p>Discussion: What is art? What is literature?</p> <p><b>Homework: Handout – “A Brief History of Media Fandom”</b></p>
8	10/16/14	<p>Discussion: A History of Fan Culture – Fanfiction and Fan Art</p> <p><b>Group #3 Rhetorical Presentation Due: A Few Matters of Form</b></p> <p><b>Homework: Handouts – “Fifty Shades of Gold,” “Snowqueens Icedragon...”</b></p>
9	10/21/14	<p>Discussion: Fan Culture Today – <i>Fifty Shades of Gray</i> and Mainstream Fan Culture</p> <p><b>Creative Project #3 Due: Fan Art</b></p>
9	10/23/14	<p>Discussion: Debate</p> <p><b>Out of Class Essay #3 Due: Argumentative Essay</b></p> <p><b>Homework: Homework: Read 177-189 in <i>TWIAT</i></b></p>
10	10/28/14	<p>Discussion: Reality Television and its Affect on Culture</p>
10	10/30/14	<p>Discussion: The Development of Social Media – The beginning until today</p> <p><b>Revision #1 Due</b></p>
11	11/04/14	<p>Discussion: Sharing is Caring – The Positive Power of Social Media</p> <p><b>Homework: Handout “Cyber bullying: An old problem in a new guise?”</b></p>
11	11/06/14	<p>Discussion: The Dark Side of Social Media and Fan Culture – Slender Man and Cyberbullying</p> <p><b>Group #4 Rhetorical Presentation Due: Words and Expressions Commonly Misused</b></p> <p><b>Homework: Handout: “Shitty First Drafts”</b></p>
12	11/11/14	<p>Discussion: First Drafts</p> <p><b>Creative Project #4 Due: Social Media</b></p>
12	11/13/14	<p>Discussion: Intuition and Finding Your Focus</p> <p><b>Out of Class Essay #4 Due: Reflective Analysis</b></p> <p><b>Homework: Handouts – “Broccoli,” “Writer's Block,” and “Radio Station KFKD”</b></p>
13	11/18/14	<p>Discussion: Writer's Block and Perfectionism</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/20/14	<p data-bbox="542 233 1422 264">Discussion: Sharing Your Work With Others – Using Peer Feedback</p> <p data-bbox="870 285 1091 317"><b>Revision #2 Due</b></p> <p data-bbox="488 338 1479 405"><b>Homework: Handouts – “Writing Groups” and “Someone to Read Your Drafts”</b></p>
14	11/25/14	NO CLASS (You're Welcome!)
14	11/28/14	THANKSGIVING
15	12/02/14	<p data-bbox="594 537 1370 569">Discussion: Instructor Feedback – Interpreting My Feedback</p> <p data-bbox="469 590 1495 657"><b>Group #5 Rhetorical Presentation Due: An Approach to Style (with a list of reminders)</b></p>
15	12/04/14	<p data-bbox="565 680 1399 711">Discussion: Polishing a Final Draft – Knowing when you're done</p> <p data-bbox="870 732 1091 764"><b>Revision #3 Due</b></p> <p data-bbox="524 785 1440 816"><b>Homework: Handouts – “How Do You Know When You're Done!”</b></p>
16	12/09/14	Discussion: Class reflection – What have you learned?
Final		<b>Revision #4</b> , Portfolio turn-in at the beginning of class, Conference/Pot Luck