

San José State University  
School of Humanities and Arts  
Department of English and Comparative Literature

English 1B, Composition 2

<b>Instructor:</b>	Dr. Mark Thompson
<b>Office Location:</b>	Faculty Office Building 110
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<b>Office Hours:</b>	MW 2:00-3:00; and always by appointment
<b>Class Days/Time:</b>	TR 3:00-4:15
<b>Classroom:</b>	Boccardo Business Center 125
<b>Prerequisites:</b>	Completion of 1A or transfer equivalent with a C or better

**Canvas**

All course materials such as readings, syllabus, handouts, notes, assignment instructions, etc. will be found on Canvas.

The login site for Canvas is:

<https://sjsu.instructure.com/>

Use your standard SJSU login to access the class. We will cover basic login in class, but there are additional resources to learn Canvas here:

<http://guides.instructure.com/>

If there are any issues with your Canvas account, email me immediately.

**Composition 2**

Our purpose this term is to build from what you've learned from your first semester of composition, and expand your ability to plan, compose, and revise persuasive documents. We will be engaged in an in-depth analysis of the writing of others, as well as putting ourselves into the conversation through our own, well-crafted essays.

The theme of this class is "Work" and the ethical and social issues involved as we enter the workplace. What does it mean to have a "work ethic," and how have notions of work changed in the past 100 years? What obligations do you have to your employer? Are people who don't work

“parasites,” or are we living under a system that exploits our need for survival by making us do things we’d rather not do? How do you decide a balance between leisure and work? Is it fair that someone can work a full-time job and still live in poverty? Does it make sense to work hard if there’s no hope for advancement? Can employers fire you for things you post on Facebook? Are you really the “laziest generation,” as your critics are calling you? Is this a class you plan to work hard in, or are you going to do the minimum amount of work required to pass?

We will be attacking our topic from the perspective of argumentation. We will read arguments put forth by authors representing a wide array of opinions on the matter, analyzing them to see how these essays are put together, and what choices each author makes in presenting his or her case. Building from these insights, we will be applying these lessons to our own writing, both in responding to authors and in crafting our own positions on Work.

There are eight graded essays in this class. Two short essays written in class, three short essays written out of class, and three longer essays that build on these shorter essays. In addition, there is a departmental final taken by all 1B students.

## **Department Goals**

Students will demonstrate the ability to:

- G1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric. (All reading assignments fulfill this.)
- G2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature. (While this is a nonfiction class, in-class writing exercises will draw upon examples from literary works to demonstrate effective characterization, dialogue, setting, and use of detail.)
- G3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject. (Every major assignment fulfills this goal.)
- G4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (Essays #1, #2, and #3 all require significant research of outside material)
- G5. Articulate the relations among culture, history, and texts. (Discussion of readings will always incorporate contextual discussions along comparative lines. All essays are contextually based arguments which rely upon cultural and historical understandings to articulate positions.)

## **Course Goals**

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

- Apply analytical tools that allow you to not only understand a piece of writing, but also to respond thoughtfully and persuasively through argumentation which reflects your own positions on the matter.
- Enter an academic conversation by mapping out positions on issues, grouping similar authors into competing camps, and judging the argumentative strength of these appeals.
- Engage a topic that you are initially unfamiliar with and apply analytical tools towards the process of researching and writing with authority on unfamiliar topics.
- Understand and replicate the steps involved in crafting a persuasive essay, from brainstorming to drafting to revision.
- Assess, edit, and improve your own writing.
- Work professionally with other writers, both as a critic of other students' writing, and in applying the feedback of others to your own work.

## **Your Classroom Tools for Composition 2: Texts, Canvas, Assignments, Readings**

*They Say, I Say.* This is a great introduction to college writing and joining an academic conversation. While it may initially appear simplistic, it serves as a concise, straightforward tool that will let us get writing immediately. It also includes a number of templates and writing resources for students who need a little extra help in putting thoughts down to paper.

**Canvas.** Because I'm sensitive to the amount of paper a writing/editing class can consume, this course will make extensive use of Canvas, an online classroom-management tool. Your readings and assignments will be posted as .pdfs for you to download and print (as you see fit).

You will still need to bring the readings to class, in either print or digital form. I will give random pop quizzes throughout the semester to test whether you have brought your readings to class.

Additionally, I will use Canvas to communicate with you during the week, and will be returning drafts to you via email/Canvas.

I will also use Canvas to make your grades available to you throughout the semester so you know where you stand at all times.

**Every semester I seem to have a student or two who can't quite figure the technology out. If you are having any problems logging on to your account, please contact me! Your success in this class is dependent on this!**

**Texts.** As it stands now, aside from *They Say, I Say*, all readings for this class will be posted to Canvas. Such an arrangement allows us to stay current on the issues and lets me incorporate major current events that apply to our topic. This also lets me tailor our readings to class interests. I am not spoonfeeding these readings to you with a compiled reader. I expect you to have either paper or screen in front of you for classroom discussions.

## Assignments

### Phase 1: Argument Analysis

Our major writing assignments in this class fall into three major categories.

**In-Class Essays (3).** *Appx. 500-750 words each.* Over the semester you will be given in-class prompts to write an essay that effectively responds to an argumentative position or statement. On these days, you should bring all of our class readings, as they will help you respond to the prompts.

**Short Essays (3).** *1000 words each.* These will generally have you respond to a reading we've done in class. Initially, we will merely be analyzing the writing of others. As the semester goes on, however, we will be writing our own essays, using our class readings to support our claims.

**Long Essays (3).** *1500, 2000, 2500 words.* While these essays build on your in-class writing and short essays, they will require detailed, in-depth analysis of readings, as well as well-reasoned positions in which you draw upon entire fields of authors to position yourself within the conversation, and make a compelling case as to why your position beats all others out.

**Readings.** We will be reading texts that tackle the idea of Work from many different angles. These essays will provide the basis for most of the writing in this class. **The degree to which you study and understand each text has a direct impact upon the quality of the writing you do.** Another way of saying this is that YOUR JOB WILL BE EASIER if you keep up with the readings. You are expected to read EVERYTHING and come to class prepared to discuss each article.

**In-Class Exercises.** On most days that we discuss readings, there will be short, in-class writing assignment to practice various writing techniques and strategies. These may be group-based, or individually based. I cater these exercises to issues that I'm seeing in your essay drafts.

**Workshops.** Sharing our writing with others and getting advice is a major aspect of this class. Professional writers are not only expected to produce quality writing, they are expected to give helpful advice to others. We will workshop a rough draft of each assignment. All workshops are mandatory and are listed on the schedule of Reading and Writing Assignments. If you fail to attend a workshop, you will not get any comments on your draft. This generally results in losing at least one letter grade.

**Final Exam.** The final exam in this class is given to all students in 1B. It is the crafting of an in-class essay that responds to one or more argumentative positions. All students in 1B take the same test at the same time.

## **Student Workload**

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## **Important Due Dates (NOTE: There are a lot of them, right? Don't get behind!)**

Jan 28	In-Class Writing #1
Feb 13	Short Essay #1 Draft
Feb 20	Short Essay #1 Final
Feb 27	Essay #1 Draft
Mar 6	Essay #1 Final
Mar 13	In-Class Writing #2
Mar 20	Short Essay #2 Draft
Apr 3	Short Essay #2 Final
Apr 10	Essay #2 Draft
Apr 17	Essay #2 Final
Apr 22	In-Class Writing #3
Apr 24	Short Essay #3 Draft
May 1	Short Essay #3 Final
May 8	Essay #3 Draft
May 10	Department Final

## Grading Policy

**Relative Weights for Determining the Final Course Grade:** The letter grades you earn on individual assignments are translated into numbers to be crunched in order to determine the overall course grade. An F is 0, a D- is 1 and so on . . . all the way to A+, which is 12.

Classroom Participation, Quizzes, In-Class Exercises, etc.	15%
Five Formal Writing Assignments	65%
Final Exam	20%

**Grading Criteria:** The following paragraphs, written by my SJSU superstar colleague Cynthia Baer, sum up my criteria for grading an essay. Essays are assigned letter grades, from A to F.

An "A" is awarded to work that is consistently excellent. The essay is thoroughly researched, and thoughtfully developed and designed to engage a real audience in a carefully crafted and timely conversation on the chosen subject. That subject is treated intelligently, as is the audience, and the language does justice to the complexities of the subject matter, occasion, audience, and purpose of the piece. The piece could clearly find a "home" in the pages of a current periodical: The work is publishable.

A "B" is awarded to work that is consistently above average—and occasionally excellent. While essays may not exhibit the same depth of research or analysis, nor the flawless control of material, audience, or language, the author has thoroughly researched and developed the subject within the contemporary dialogue that defines it, and consistently demonstrates a grasp of the principles of composition that will, with continued revision, produce excellence. That revision complete, the piece will be publishable.

A "C" is awarded to work that is rigorously competent. The author can incorporate research to develop a subject effectively and engagingly. The author, while not yet accomplished in the craft of writing, clearly commands the forms and principles of effective composition—the various forms and genres of the essay; the paragraph and the sentence, their coordination and subordination; the role of audience, purpose and conversation in shaping prose—even as he or she struggles to produce effective writing. The struggle is clear, but so is the vision.

A "D" is awarded to work that shows developing competence. The author has gleaned from research some information on the subject and understands the conversation to be addressed. The author does not clearly command the forms and principles of composition and may have trouble articulating a coherent vision of the subject, though he or she is in command of the mechanics of good writing.

An "F" is awarded to work that demonstrates incompetence. The author founders in researching the subject. The author commands neither the forms and principles of composition, nor the mechanics of good writing.

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review [University Policy S11-3](http://www.sjsu.edu/senate/docs/S11-3.pdf) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

## **My Professional Policies**

**Workshops.** Work completed in class cannot be made up. Workshops are an essential part of the writer's working experience. *Your participation in all workshops is mandatory*; I will not give feedback on any essays that have not been through the workshop process.

**In-Class Essays.** There are three in-class essays. Attendance on these days is also mandatory. Unless you make arrangements with me prior to these essays, you will receive a zero if you are not in attendance.

**Attendance.** I guarantee that missing more than a few days will significantly affect your understanding of the material. Please notify me if you are unable to attend class. **DO NOT DISAPPEAR ON ME.** In the past, students who have vanished without explanation for more than two or three classes have failed this class. I am a human being. If you are experiencing an ongoing crisis, please let me know and we will come to some sort of arrangement.

**Lateness.** Fun fact about your instructor: it drives me insane when people are habitually late to class. You know where the building is. You know what time class starts. What's the problem? I understand that we're all late every now and then, but a routine failure to arrive on time will significantly affect your participation grade in this class. If there is something that will make you late to class, whether reoccurring or not, please let me know.

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

**Late work.** I don't accept it. Part of being a writer is, though the Earth itself may be aflame, you meet your deadlines. All of them. I understand your life is complicated, with many

responsibilities pulling you in multiple directions. If you are unable to attend on a day that an assignment is due, it is up to you to make sure that you get me your work before the beginning of that class.

**Acting with academic integrity.** In both your academic and professional careers, you are expected to act with integrity. You are in this class for more than a grade, you are here to emerge with actual skills—skills which are not developed through cheating. I am well aware of the essay mills, and have designed this class to make the purchase of or plagiarism from other writing sources painfully obvious. Though it most likely will not be an issue, any plagiarism will earn you an automatic “F” in my class, and I will push to see that you are removed from this university and all records of your attendance here are burned and cast into the South Bay in a mock burial of your academic career. Yes. It’s that serious. Just do your own work.

**Technology use.** You should treat the classroom as a professional workspace. I’m allowing use of tablets, laptops, and even phones—whatever you’d prefer to read on. This has worked fine for me in the past, but I realize the temptation to refresh your Twitter feed as we delve into the intricacies of dangling participles may be strong. Emailing, texting, and engaging in unrelated activities are discourteous and distracting to me and your classmates. I begin the semester assuming you are adults with adequate impulse control, and will continue to treat you as such until proven wrong. Please don’t turn me into a technology cop. There is a reason I teach college instead of high school.

**Food and beverages.** You are allowed to bring food and beverages with you to class. If said food happens to be a home-cooked meal from your grandmother, please bring extra for your instructor.

**My open door policy.** I’m happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Just talk to me after class, send me an email, or arrange to meet with me outside class. **COME TO MY OFFICE HOURS!** My highest compliments from students have always come from the one-on-one help I give outside of class. In addition to teaching, I’ve worked as a professional writer and editor for the past 15 years. Please don’t make me take all of my experience with me to the grave!

**After this class.** In addition to my assistance in this class, I extend to all my students an offer to help with any future writing issues which may arise once this class is over. In the past, I have assisted former students with cover letters, updated resumes, grad school applications, and have even helped with the abstract of a scientific paper. Additionally, for all students who receive an A in this class, I will happily write a letter of recommendation for any grants, schools, programs, or internships you may be applying to. Also, if you receive an A in this class, you may include me as a reference in any jobs you might apply to—as long as you haven’t committed any felonies in the interim. Please let me know if you are using me as a reference.

## 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/>.

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 Integrity 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](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.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### **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. (Note: You need to have a QR Reader to scan this code.)



## **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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# ENGLISH 1B - ADVANCED COMPOSITION

Spring 2014 · TR · 3:00-4:15 · Boccardo Business Center 125

## Daily Schedule

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### **JANUARY 23** Introducing the Course

Class Review course syllabus.  
Give personal introductions.  
Homework Reading1.pdf

### **JANUARY 28** In-Class Writing #1

Class Discuss Reading 1  
In-Class Writing Exercise  
Homework Reading2.pdf

### **JANUARY 30** Arguments: Claims, Grounds, and Warrants

Class Discuss in-class writing. Discuss Reading 2.  
Homework Reading3.pdf

### **FEBRUARY 4** Essay Structure, Introductions

Class Discuss Reading 3, Discuss Assignment: Short Essay #1.  
Homework Reading4.pdf

### **FEBRUARY 6** Essay Structure, Transitions, Supporting Paragraphs, Conclusions

Class Discuss Reading 4.  
Homework Reading5.pdf

### **FEBRUARY 11** Essay Content: How to Agree through Quotation and Citation

Class Discuss Reading 5.  
Homework Finish Short Essay #1 Draft

### **FEBRUARY 13** WORKSHOP SHORT ESSAY #1 DRAFT

Due Short Essay #1 Draft (Bring 4 printed copies and submit via  
Canvas)

Class Workshop / Issues  
Homework Reading6.pdf

**FEBRUARY 18 Writing Style and Self-Editing: Concision**

Class Discuss Reading 6, Discuss Assignment: Essay #1.  
Homework Finish Short Essay #1

**FEBRUARY 20 Essay Content: How to Disagree through Quotation and Citation**

Due Short Essay #1 (Printed copy AND submitted via Canvas)  
Class In-Class Exercise  
Homework Reading7.pdf

**FEBRUARY 25 Writing Style and Revision: Coherence and Cohesion**

Class Discuss Reading 7  
Homework Finish Essay #1 Draft

**FEBRUARY 27 WORKSHOP ESSAY #1 DRAFT**

Due Essay #1 Draft (Bring 4 printed copies and submit via Canvas)  
Class Workshop #1 Draft  
Homework Reading8.pdf

**MARCH 4 Writing Style and Revision: Proofreading and Copyediting. Finding and Fixing common punctuation and grammatical errors.**

Class Discuss Reading 8  
Homework Finish Essay #1

**MARCH 6 Review. Review. Review.**

Due Essay #1 Final (Printed copy AND submitted via Canvas)  
Class In-class exercise  
Homework Reading9.pdf

**MARCH 11 Essay Content: Synthesizing Multiple Authors**

Class Discuss Reading 9, Discuss Assignment: Short Essay #2.  
Homework Reading10.pdf

**MARCH 13 IN-CLASS WRITING 2**

Class Discuss Reading 10, in-class writing  
Homework Reading11.pdf

**MARCH 18 Essay Content: Synthesizing Multiple Authors, Pt. 2**

Class Discuss Reading 11  
Homework Finish Short Essay #2 Draft

**MARCH 20 WORKSHOP SHORT ESSAY #2 DRAFT**

Due Short Essay #2 Draft (Bring 4 printed copies and submit via Canvas)  
Class Workshop Short Essay #2  
Homework Reading12.pdf

**MARCH 25** No class—spring break.

**MARCH 27** No class—spring break.

**APRIL 1 ADVANCED GRAMMAR AND PUNCTUATION**

Class Discuss Reading 12, Discuss Assignment: Essay #2.  
Homework Finish Short Essay #2

**APRIL 3 Advanced Argument Analysis**

Due Short Essay #2 Final (Printed copy AND submitted via Canvas)  
Class In-Class Exercises  
Homework Reading13.pdf

**APRIL 8 Researching for Allies and Opponents**

Class Discuss Reading 13  
Homework Finish Draft of Essay #2

**APRIL 10 WORKSHOP DRAFT ESSAY #2**

Class Workshop Draft Essay #2 (Bring 4 printed copies and submit via Canvas)  
Homework Reading14.pdf

**APRIL 15 Works Cited and Bibliographies**

Class Discuss Reading 15, Discuss Assignment: Short Essay #3.  
Homework Finish Essay #2

**APRIL 17 Having Your Say: Crafting Your Own Position.**

Due Essay #2 (Printed copy AND submitted via Canvas)  
Class In-class exercises

**APRIL 22 IN-CLASS WRITING #3**

Class In-class writing  
Homework Finish Your Short Essay #3 Draft

**APRIL 24 WORKSHOP DRAFT SHORT ESSAY #3**

Due Short Essay #3 Draft (Bring 4 printed copies and submit via Canvas)  
Class Workshop Short Essay #3 Draft  
Homework Reading 15.pdf

**APRIL 29 Having Your Say: Crafting Your Own Position, pt. 2**

Class Discuss Reading 15, Discuss Assignment: Essay #3.  
Homework Finish Short Essay #3

**MAY 1 SHORT ESSAY #3 FINAL DUE**

Due Short Essay #3 (Printed copy AND submitted via Canvas)  
Class In-Class Exercises  
Homework Reading16.pdf

**MAY 6 Putting It All Together: The Final Essay Package**

Class Discuss Reading 16  
Homework Complete Essay #3 Draft

**MAY 8 WORKSHOP ESSAY #3 DRAFT**

Due Essay #3 Draft (Bring 4 printed copies and submit via Canvas)  
Class Workshop Essay #3 Draft  
Homework No Homework! Prepare for Final

**MAY 10 DEPARTMENT FINAL**

**MAY 13 FINAL CLASS**

Class Wrapping up

<b>MAY 20</b>	<b>ESSAY #3 DUE SUBMITTED VIA CANVAS BY 5:00 PM</b>
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