

**San José State University**  
**English Department**  
**English 1A, Section 74, (47683)**  
**Written Composition 1**  
**(GE A2), Fall 2015**

**Course and Contact Information**

<b>Instructor:</b>	Raymand Buyco
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<b>Email:</b>	raymand.buyco@sjsu.edu
<b>Office Hours:</b>	Wednesdays, 1:30-2:30 and by appointment
<b>Class Days/Time:</b>	Friday, 9:30am-12:15pm
<b>Classroom:</b>	Boccardo Business Center 122
<b>Prerequisites:</b>	English Placement Test
<b>GE/SJSU Studies Category:</b>	GE Area A2 (Written Communication)

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/raymand.buyco> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page.

You are responsible for regularly checking email for important messages about the class.

Canvas:

Our course will be using San Jose State's online learning management system Canvas for the upcoming semester. Login URL: <https://sjsu.instructure.com> Please note that it should NOT have the "www" at the start of the URL like many other websites.

Username: SJSU 9-digit ID number.

Password: Self-generated password for your SJSUOne account

Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the drop-down menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

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/>. For questions regarding the course or course materials, please contact me, the instructor. For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following URL: <https://isupport.sjsu.edu/ecampus>
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

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

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

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

Upon successful completion of the course, students will be able to

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
- explain, analyze, develop, and criticize ideas effectively;
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g., punctuation, spelling, reference, agreement).

### **GE Area A2 Course Description**

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in 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.

### **GE A2 Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

- demonstrate the ability to read actively and rhetorically;
- 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;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

### **ENGL 1A Course Content**

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

#### Writing:

Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: ENGL 1A is also a reading course. The reading is a crucial component of the class, as you must read effective writing to become an effective writer. All readings must be completed by the beginning of each class session, and all discussions and assignments will be based on the reading material. It will be impossible to be a successful student in this course if you neglect to complete the daily reading.

Final Experience: If you complete this course successfully, you will have become a more effective academic essay writer and oral presenter. These skills are vital for success in your college and professional careers

### **Required Texts**

Books are available at the Spartan Bookstore.

David Brackett, *The Pop, Rock, and Soul Reader*, (London: Oxford University Press, 2013), ISBN: 9780199811700

### **SJSU Campus Handbook:**

Andrea Lunsford, *The Everyday Writer* (with exercises), ebook (available on Canvas)  
Electronic edition ISBN: 9781457633423

### **Other Readings**

Articles available on Canvas

### **Library Liaison**

ENGL 1A does not require students to conduct library research. However, students are always welcome to do further research. Toby Matoush is the library liaison who can assist students for ENGL 1A.

Phone: (408) 808-2096

Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

### **ENGL 1A 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

*[Insert descriptions of course requirements and assignments here (e.g., informal / formal writing assignments, multimodal / oral presentations, group projects, reading assignments, etc.) Indicate how each assignment is aligned with the GE A2 and ENGL 1A course learning outcomes.]*

### Assignment Word Count and Learning Goals

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing

assignments, and so on. 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>.

Assignments will be evaluated in terms of a student's ability to express a focused idea clearly and persuasively. This will require a clear thesis, careful organization, appropriate diction and sentence structure, substantial support for one's points, polished expression, and an awareness of one's audience. Library research will form a key component of several assignments.

Written Essays: you will write three in-class essays and three out-of-class essays this semester. Each of the out-of-class essay will go through at least one revision. Please refer to the course schedule for assignment objectives, word counts, and due dates.

	<u>Word Count</u>	<u>GELO</u>
Unit One: Personal Reflection		
• In-class Essay #1: Personal Response	750	5
• Revised Essay #1: Reflection & Analysis	1400	2-5
Unit Two: Reading Arguments		
• In-class Essay #2: Reflection & Analysis	750	1-3, 5
• Revised Essay #2: Rhetorical Analysis	1400	1-5
Unit Three: Writing Arguments		
• In-class Essay #3: Stylistic Analysis	1000	1-3, 5
• Revised Essay #3: Persuasive Argument	1400	1-5
Final Portfolio	1300+	1-5

Portfolio Project: At the end of the semester, students will turn in a portfolio consisting of two revised out-of-class essays, two revised in-class essays, all your source investigations and a short reflective analysis of your writing process.

Oral Presentations: Working in groups, students will present two multimedia projects based on essays #1 and #3. Please refer to the course schedule for each assignment objective and presentation date.

Grammar & Reading Quizzes: I reserve the right to give pop quizzes, which will test your completion and comprehension of the required reading assignments.

Essay Format: All essays must be typed and double-spaced (1 inch margins, Times New Roman or similar, 12 pt font). Handwritten essays are not acceptable. Place essays in a folder with drafts. Do not use a cover page. On the first page of your essay, put your name, ENG 1A, and the date. Move 3 hard returns down and title your essay—do not

underline your title. Start your text another 2 lines down from title. Final versions of essays must be accompanied by the draft on which I commented and must be placed in a folder. I will not accept revised essays without the draft or a folder.

In addition to being an intensive writing course, English 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. The assigned readings must be completed by the beginning of each class session, and all discussions and assignments will be based on the reading material. It will be impossible to be a successful student in this course if the daily reading is not completed.

Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good essay-writing.

### **Grading Policy**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

<u>Individual Assignment Point Values</u>	<u>Percentage</u>	<u>Point Value</u>
In-class Essay #1: Personal Response	diagnostic	0
In-class Essay #2: Reflection & Analysis	5%	50
In-class Essay #3 (Final): Stylistic Analysis	10%	100
Revised Essay #1: Reflection & Analysis	15%	150
Revised Essay #2: Rhetorical Analysis	20%	200
Revised Essay #3: Persuasive Argument	20%	200
Multimodal Project #1	10%	100
Multimodal Project #2	10%	100
Final Portfolio, Class Participation	10%	100
<u>Course Grade Point Values</u>		

A: 1000-930, A-: 929-900, B+: 899-870, B: 869-830, B-: 829-800, C+: 799-770, C: 769-730, C-: 729-700, D+: 699-670, D: 669-630, D-: 629-600, F: 599-0

**This course must be passed with a C or better as a CSU graduation requirement.**

Professor Buyco will not discuss grades by email. Please schedule an appointment with him if you feel it is necessary to discuss your performance in this course.

Policy on Late Work: Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

**Assessment:**

Grading will be A-F. This course must be passed with a C or better as a CSU graduation requirement.

Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

Contact Professor Buyco by email prior to the time an assignment is due if you need an extension because of illness or other reasons.

**Classroom Protocol**

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” That said, if you do not attend class regularly, you cannot participate in class activities, which is an essential element to the course. In short, attendance is not a criterion for grading but class participation is (10% + 20% for in-class writing).

You are expected to arrive to class on time.

Cell phones must be on silent and must be put away unless being used for the class (looking up information, etc.).

Tablets and computers are allowed only for taking lecture or discussion notes. Close all applications except the one that allows note taking.

Please refrain from talking when I begin to lecture. During the discussion sections, discuss only the in-class assignment at hand.

I reserve the right to penalize repeat offenders, either by lowering the offender’s grade, or by simply dropping them from the class.

## **University Policies**

### **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-dbgen/narr/catalog/rec-12234.12506.html>. 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.

### **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 year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). 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](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 and the following items to be included in the syllabus:

- “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.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

# English 1A, Section 74, (47683)

## Written Composition 1, Fall 2015 Course Schedule

*The schedule is subject to change with fair notice via email and in class*

Week	Date	Topics, Readings, Assignments, Deadlines
1	F 8/21	<p><b>Introduction to the Course:</b> “The Syllabus Explained”</p> <p><b>Introductions</b></p> <p><b>In-Class Diagnostic Essay:</b> Taking a look in the mirror (Why do you like the music you like). Write an essay on why the music you like is important to you. Include how it defines you as a person (if it does), why you identify with the music, and what the music and your connection with it says about the society as a whole. Be prepared to talk about what you write in class.</p>
2	F 8/28	<p><b>Workshop:</b> Writing paragraphs; Parts of speech  <b>Reading:</b> <i>Everyday Writer</i> pp. 59-65; 78-82; 320-28  <b>Discussion:</b> Discuss the essays you wrote on 8/21.</p> <p><b>Reading and Due:</b> Bring a music review from a newspaper, music magazine or a music web-blog and be prepared to explain the author’s opinion about the musical act he or she is reviewing. Are there attempts to imply negative opinions by his or her words? How much evidence does the author provide to support his or her point(s)? How does the author’s background beliefs factor in to his or her objectivity? Do you feel the author’s review is credible? Why? How much music “jargon” is used?</p>
3	F 9/4	<p><b>Workshop:</b> Writing Paragraphs, Methods of paragraph development (description / narration), Methods of paragraph development (definition, process analysis); Subjects &amp; verbs  <b>Reading:</b> <i>Everyday Writer</i>, pp 329-37  <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group’s reading  <b>Discussion:</b> Check Canvas for groups</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	F 9/11	<p><b>Workshop:</b> Writing introductions, thesis statements; Subjects &amp; verbs Writing conclusions, organization; Subject-verb agreement</p> <p><b>Reading:</b> <i>Everyday Writer</i> pp. 66-76, 356-62 <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group's reading</p> <p><b>Discussion:</b> Check Canvas for groups</p>
5	F 9/18	<p><b>Writing Workshop</b></p> <p><b>Due: <u>Essay #1 Draft</u></b>; Multimodal writing (guidelines will be passed out well ahead of time)</p> <p><b>Note:</b> to get full credit for this assignment, you need to bring the writing assignment to class and participate in the writing workshop</p> <p><b>Workshop:</b> Using visual rhetorics; Designing multimedia projects</p> <p><b>Reading:</b> <i>Everyday Writer</i>, pp. 94-104; 356-62 <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group's reading</p> <p><b>Discussion:</b> Check Canvas for groups</p>
6	F 9/25	<p><b>Workshop:</b> Revision strategies for written and visual texts</p> <p><b>Reading:</b> <i>Everyday Writer</i>, pp. 104-20</p> <p><b>Multimodal Project #1 Due; Group Presentations</b></p>
7	F 10/2	<p><b>Due: <u>Essay #1 Revision</u></b> (hard copy of rough draft with comments and revised essay turned in to the instructor; revised essay submitted to Canvas)</p> <p><b>Workshop:</b> Ethical appeals; Pronoun use, Emotional and Logical appeals; Pronoun agreement</p> <p><b>Reading:</b> <i>Everyday Writer</i>, 143-161; 363-73 <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group's reading</p> <p><b>Discussion:</b> Check Canvas for groups</p>
8	F 10/9	<p><b>Workshop:</b> Rhetorical analysis writing process</p> <p><b>Reading:</b> <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment)</p> <p><b>Discussion:</b> Check Canvas for groups</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	F 10/16	<p><b>Writing Workshop</b>  <b>Due: <u>Essay #2 Draft</u></b> (hard copy to instructor; AND submitted on Canvas)  (guidelines will be passed out well ahead of time)  <b>Note:</b> to get full credit for this assignment, you need to bring the writing assignment to class and participate in the writing workshop.</p> <p><b>Reading:</b> <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group's reading  <b>Discussion:</b> Check Canvas for groups</p>
10	F 10/23	<p><b>Workshop:</b> Arguments of definition; Misplaced modifiers  <b>Reading:</b> <i>Everyday Writer</i>, pp. 374-76, 380-85  <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment)  <b>Discussion:</b> Check Canvas for groups</p>
11	F 10/30	<p><b>Due: <u>Essay #2 Revision</u></b> (hard copy of rough draft with comments and revised essay turned in to the instructor; revised essay submitted to Canvas)</p> <p><b>Workshop:</b> Arguments of Evaluation; Revising rhetorically; Sentence fragments  <b>Reading:</b> <i>Everyday Writer</i>, pp. 385-96  <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group's reading  <b>Discussion:</b> Check Canvas for groups</p>
12	F 11/6	<p><b>Workshop:</b> Arguments of Proposal  <b>Reading:</b> <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group's reading  <b>Discussion:</b> Check Canvas for groups</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	F 11/13	<p><b>Final Writing Workshop</b>  <b>Due: <u>Essay #3 Draft</u></b> (hard copy to instructor; AND submitted on Canvas)  (guidelines will be passed out well ahead of time)  <b>Note:</b> to get full credit for this assignment, you need to bring the writing assignment to class and participate in the writing workshop</p> <p><b>Workshop:</b> Designing multimodal arguments; Revising arguments  <b>Reading:</b> <i>The Pop, Rock, and Soul Reader</i> (Check Canvas for group reading assignment) <b>Due:</b> Source investigation for your group's reading  <b>Discussion:</b> Check Canvas for groups</p>
14	F 11/20	<p><b>Workshop:</b> Revising arguments  <b>In-class essay #2</b>  <b>Multimodal project #2 due; Group presentations</b></p>
15	F 11/27	<p><b>No Class (Day after Thanksgiving)</b></p>
16	F 12/4	<p><b>Due: <u>Revised Essay #3 Revision</u></b> (hard copy of rough draft with comments and revised essay turned in to the instructor; revised essay submitted to Canvas)</p> <p><b>Workshop:</b> Comma use  <b>Reading:</b> <i>Everyday Writer</i>, pp. 400-11</p>
17	F 12/11 7:15-9:30am	<p><b>Final: In Class Essay (#3)</b>  <b>Due: Final Portfolio</b></p>