

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 100A, Writing Competency through Genres, Section 01, Fall 2016**

|                          |  |
|--------------------------|--|
| <b>INSTRUCTOR:</b>       | Allison St. Dennis   |
| <b>OFFICE LOCATION:</b>  | Faculty Offices (FOB) 223  |
| <b>OFFICE TELEPHONE:</b> | 408-924-4956   |
| <b>EMAIL:</b>            | <a href="mailto:Allison.StDennis@sjsu.edu">Allison.StDennis@sjsu.edu</a> (use this first!) |
| <b>OFFICE HOURS:</b>     | T/Th 10:30-11:30 am and by appointment   |
| <b>CLASS DAYS/TIME:</b>  | T/Th 7:30-8:45 am  |
| <b>CLASSROOM:</b>        | Sweeney Hall 238   |

**Prerequisites:** Passed ENGL 1B or equivalent; taken WST at least twice without passing.

#### **COURSE DESCRIPTION**

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

#### **COURSE GOALS**

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or non-fiction.

#### **Course Learning Outcomes**

By the end of the course, students will be able to:

- a. Use correct and situationally appropriate sentence structure and grammar;
- b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
- c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
- d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
- e. Critically read, interpret, and synthesize multiple texts;
- f. Write well organized, well developed essays with a clear thesis;
- g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
- h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

## **REQUIRED TEXTBOOKS AND MATERIALS**

- 100A Study Guide: *Rhetoric and Composition Reader* by Stacey Knapp. Please order both print and digital editions. We will use the print version in the classroom and the digital includes links to homework and video lectures. Order both here: <http://www.magcloud.com/browse/issue/680464> Set up an account with MagCloud which will store the Study Guide in your Digital Library which you can access digitally anywhere.
- Lam, Andrew. *East Eats West*. (2010). Heydey. ISBN: ISBN: 978-1-59714-138-3
- Internet access and use of *Writer's Help* in Canvas <http://sjsu.instructure.com> (or purchase/rent a hard copy of *The Everyday Writer with Exercises*—see below)

## **RECOMMENDED TEXTS**

- Lunsford, Andrea A. *The Everyday Writer with Exercises*. 6<sup>th</sup> ed. (2013) Bedford. ISBN: 9781319027049 (This text is the hard copy of Writer's Help in Canvas. If you prefer to use books, you can buy or rent this text; otherwise, you can use the digital/online version via Canvas.)
- a college-level English dictionary

## **TUTORING AND OTHER RESOURCES**

- Writing Center: 1st floor, Clark Hall, [http://www.sjsu.edu/writing\\_center](http://www.sjsu.edu/writing_center)
- Peer Connections locations: <http://peerconnections.sjsu.edu/>
  - 1st floor, Clark Hall
  - Student Services Center 600
  - Living Learning Center, Campus B village, 1<sup>st</sup> Floor
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

### *Online Resources*

- **Canvas:** We will be using Canvas throughout the course. **Login URL:** <http://sjsu.instructure.com> Please note that it should NOT have the “www” at the start of the URL like many other websites. It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

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

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

- **Turnitin.com:** We will be using Turnitin.com for the main writing assignments. The turnitin software is already embedded within Canvas, so you do not need an additional password to access turnitin.com.

## **GETTING THE MOST OUT OF OUR LEARNING ENVIRONMENT**

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email. Put the name of our course in the Subject of your email. Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in the salutation of your email, and sign your emails with your name so I know who is writing to me. Also, use your best prose (capitalization, punctuation, complete sentences) when writing to me so that your writing is easy for me to read. These are all professional courtesies.

- **Peer Workshops:** We will be sharing our work in class during peer review. Your work and your classmates' work represent models of various approaches to thinking and writing. Giving and receiving useful feedback improves your writing and builds community in our class. On workshop days, you must bring in completed hard copies of your drafts (not just your draft on your laptop), which can easily be swapped by classmates and later be turned in to me.
- **Attendance:** We do activities in class, for which you receive points. There are no make-ups for these assignments. If you are absent, please email to inform me so I can advise you of any important class developments and email you any handouts or tell you where to find them in Canvas. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. In-class and online work cannot be made up. Late papers without an excused absence will be marked down for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. They are also in place because activities are sequenced for a step-by-step approach to developing your writing. Please provide documentation (doctor's note, mechanic's bill, athletic commitment, etc.) to excuse an absence.
- **Classroom conduct:** Please be courteous in class and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking; it also means working on tasks related to the course. Class is best when we are all participating in the same conversation, together. When critiquing one another's work in class, offer constructive advice in a kind manner; insulting commentary is only harmful. Please remove earbuds when you come to class; silence and put away cell phones. Laptops and cell phones will only be allowed for specific activities when I assign them.

## FINDING INFORMATION ABOUT UNIVERSITY POLICIES

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on [GUP's Syllabus Information](#) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

## GRADING POLICY AND ASSIGNMENTS

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

Eligibility points: During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 13<sup>th</sup> week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will **not** be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

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

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

### Out-of-Class Essays

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

**Second Drafts:** Second drafts should also be uploaded to Turnitin on Canvas and to Criterion, an online editing program. To register, create a username and password and enter our Class Access Code: PEBW-SRKH. The Criterion site is <http://criterion.ets.org>

Turnitin on Canvas will check for plagiarism so you can revise your draft before the final is due. Criterion will electronically mark your paper for grammar and usage mistakes. You are required to turn in your paper to Criterion at least once and work with your grammar. Points are given for second drafts. Some students choose to resubmit their papers to Criterion several times because they want to make their papers as strong as possible and learn the grammar rules.

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

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

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

---

### DROPPING THE COURSE

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy.

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

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

## DESCRIPTION OF ASSIGNMENTS

| <b>Assignment</b>                                | <b>Description</b>  | <b>Word count</b>                     | <b>Assessment</b>   |
|--|---|---------------------------------------|---|
| <b>Rhetorical Analysis</b>                       | For this assignment you will analyze a piece of professional writing in your major or field of work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.   | 1500                                  | Maximum 25 points   |
| <b>Discipline Investigation</b>                  | In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).   | 1500                                  | Maximum 25 points   |
| <b>Five Critical Reading Reflection Journals</b> | Throughout the semester, you will read sections of a full length work of fiction or non-fiction ( <i>The Alchemist</i> ) and respond to what you read in a series of reflective journals. Two of these will be timed essays written in class. At the end of the semester, you will place all of these journals in your final portfolio.   | 2000                                  | Maximum 20 points   |
| <b>Cover Letter</b>                              | This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments is your best work and why.  | 200-300                               | Maximum 5 points  |
| <b>Homework &amp; participation</b>              | Your instructor will decide how to assign these points to your class work and participation.  |                                       | Maximum 25 points   |
|  | <b><i>By the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.</i></b>  |                                       | <b>Maximum 100 points;<br/>minimum 70 points</b>                                |
| <b>Final Portfolio</b>                           | The portfolio must include the following: <ul style="list-style-type: none"> <li>• The Portfolio Checklist initialed and signed by both student and instructor;</li> <li>• A clean, final draft of the cover letter – 200-300 words</li> <li>• A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above);</li> <li>• First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor;</li> <li>• Five CRR journals, including two in-class, handwritten journals</li> </ul> | 3200 words of final, polished writing | Scored according to the scoring rubric by two readers. Worth 70% of your grade. |
| <b>Final Exam</b>                                | An in-class, timed essay, common across all sections of 100A.   | 500 words                             | Scored according to the scoring rubric by two readers. Worth 30% of your grade. |

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

## THE WRITING:

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

### Guide to the four categories

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

### Letter grade to percentage scale

|    |   |   |
|----|---|---|
| A+ | 98-100                                    |   |
| A  | 94-97                                     |   |
| A- | 90-93                                     |   |
| B+ | 86-89                                     |   |
| B  | 82-85                                     |   |
| B- | 78-81                                     |   |
| C+ | 73-77                                     | Serves as alternative satisfaction of the WST         |
| C  | 70-73                                     |   |
| C- | 66-69                                     | Does not serve as alternative satisfaction of the WST |
| D+ | 62-65                                     |   |
| D  | 58-61                                     |   |
| D- | 54 or lower                               |   |
| F  | Not eligible for portfolio and final exam |   |

## SCHEDULE

Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and via Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbook will be given to you in class. If you are not in class to receive the handout, you are responsible for finding the reading assignment in Canvas, printing it out, reading it, and bringing it to class.
4. Bring your course reader and *East Eats West* with you to class each day that there is assigned reading or an exercise from these texts.
5. I will use Canvas to post announcements, assignments, and supplementary reading materials and samples. You will also need to upload a draft of both major assignments to Turnitin on Canvas.
6. You are not responsible for any exercises in the texts that are not listed in our schedule.
7. Reading to complete grammar exercises is in Writer's Help (in Canvas) or the Everyday Writer. I will provide you with copies of the grammar exercises assigned below.
8. Find the online grammar check Criterion at <http://criterion.ets.org>; Class Access Code: PEBW-SRKH.

Key

|                             |                                    |  |
|-----------------------------|------------------------------------|--|
| <b>CR</b> = Course Reader   | <b>EEW</b> = <i>East Eats West</i> | <b>WH/EW</b> : Writer's Help (online) or<br>Everyday Writer (book) |
| RA = Rhetorical Analysis    | DI = Discipline Investigation      |  |
| ♦ = Homework/assignment due | ☒ = Reading assignment due         | ✍ = In-class writing assignment                                    |
| ☛ = Class lecture/activity  | ✖ = Holiday – no class             | ❗ = Important notice   |

| Week   | Tuesday  | Thursday  |
|--------|--|---|
| Week 1 |  | 8/25<br><b>In Class:</b><br>☛ Course introduction<br>☛ Introduction to key concepts: discourse communities, genres, and rhetorical analysis   |
| Week 2 | 8/30<br><b>In-Class:</b><br>☐ In-class diagnostic essay (Journal 1).<br><br>❗ <b>Look ahead:</b> Begin looking for someone to interview for the Discipline Investigation, the second major writing assignment for the term | 9/1<br><b>In Class:</b><br>☛ Introduce Rhetorical Analysis (RA) Essay<br>☛ Finding an academic article<br><br>❗ <b>Look ahead:</b> Begin searching for documents for the Rhetorical Analysis; two are required in class on 9/13 |
| Week 3 | 9/6<br>☐ Read: <b>CR</b> (1-6, 11), "Rhetorical Modes" link (10);<br><b>EEW</b> "Introduction" and "Ode to the Bay" (1-11)   | 9/8<br>♦ <b>Due:</b> Identifying patterns of development<br>☐ Read: <b>CR</b> (7, 10)<br><br><b>In Class:</b><br>☛ All about Rhetorical Appeals   |

| Week   | Tuesday   | Thursday   |
|--------|---|--|
| Week 4 | <p>9/13</p> <p>◆ Due: 2 possible documents for Rhetorical Analysis</p> <p>☞ Read: CR (9, 12) , “Model RA” in the <i>Drop Box for Rhetorical Analysis Paper</i> link (11)</p> <p>In Class:<br/>☞ Class Activity: Tea and Quote Sandwich</p>  | <p>9/15</p> <p>◆ Due:</p> <ul style="list-style-type: none"> <li>Annotated article + Rhetorical Situation</li> <li>Grammar corrections from Journal 1 due</li> </ul> <p>☞ Read: CR “Writing Lessons” link: “Conclusions”</p> <p>In Class:<br/>☞ Class Activity: Tea and Quote Sandwich</p>                                   |
| Week 5 | <p>9/20</p> <p>◆ Due:</p> <ul style="list-style-type: none"> <li>Practice Introduction due</li> </ul>   | <p>9/22</p> <p>◆ Due: First draft of RA for Peer Review (bring a hardcopy to class, at least 4 pages must be completed [SLOs a,b,c,d,f])</p> <p>In Class:<br/>☞ Peer Review and Out-of-class Journal 2 assigned</p>  |
| Week 6 | <p>9/27</p> <p>◆ Due: Out-of-class Journal 2 due</p> <p>☞ Read: EEW 13-49</p> <p>In Class:<br/>☞ Using Criterion; Revising for coherence</p>  | <p>9/29</p> <p>In Class:<br/>☞ Introduction to Discipline Investigation (DI) essay</p> <p>☞ Read: WH/EW Ch. 40 Subj-verb agreement<br/>Canvas&gt;Writer’s Help&gt;Grammar&gt;Subject-Verb Agreement</p> <p>◆ Due: Complete exercises 40.1 and 40.2</p> <p>☞ Secure interviewee and conduct interview as soon as possible</p> |
| Week 7 | <p>10/4</p> <p>◆ Due: Second Draft of RA (bring a hardcopy to me and submit to Canvas by midnight; use Criterion for grammar help before submitting [SLOs a, c, f])</p> <p>☞ Read: CR (13) and “Interview Questions” and “Interview Tips” under <i>Essay Directions and Materials</i> link (13)</p> | <p>10/6</p> <p>In Class:<br/>☞ In-class essay (<b>Journal 3</b>); essay will be in response to EEW (50-106). This must be read by this class date to perform on this essay.</p> <p>◆ Due: Grammar corrections from Journal 2 due</p>   |
| Week 8 | <p>10/11</p> <p>◆ Due: 20 Possible Interview Questions</p> <p>☞ Read: CR (13) “Model DI” in the <i>Essay and Materials</i> link</p> <p>☞ Read: EEW (107-168)</p> <p>In Class:<br/>☞ Out-of-class Journal 4 assigned</p>   | <p>10/13</p> <p>◆ Due: (<i>Semi</i>)Final draft of RA; one hardcopy to me in class</p> <p>☞ Read: WH/EW Ch. 38e, Verb tense<br/>Canvas&gt;Writer’s Help&gt;Grammar&gt;Indicating Verb Tenses</p> <p>◆ Due: Complete exercise 38.3</p> <p>In Class:<br/>☞ Finding outside research/sources for DI</p>                         |

| Week    | Tuesday  | Thursday  |
|---------|--|---|
| Week 9  | 10/18<br><ul style="list-style-type: none"> <li>◆ Due: Take-home <b>Journal 4 due</b> (in response to <i>EEW</i> 107-168)</li> <li>◆ Due: Grammar corrections from Journal 3 due</li> <li>☛ <b>Read:</b> <i>WH/EW</i> Chs. 57, 58, and 59, MLA style, In-text citations and Works Cited<br/>Canvas&gt;Writer's Help&gt;Documentation&gt;MLA Style</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>☛ MLA documentation style</li> </ul> | 10/20<br><ul style="list-style-type: none"> <li>☛ <b>Read:</b> <i>WH/EW</i> Chs. 61, 62, 63, APA In-text citation and works cited<br/>Canvas&gt;Writer's Help&gt;Documentation&gt;APA Style</li> <li>☛ <b>Read:</b> <i>WH/EW</i> Ch. 38b, 38e, Verbs forms<br/>Canvas&gt;Writer's Help&gt; Grammar&gt;Verbs&gt;Forming verb phrases &amp; Using appropriate verb forms</li> <li>◆ Due: Complete exercise 38.3 and 59.1</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>☛ APA documentation style</li> </ul> |
| Week 10 | 10/25<br><ul style="list-style-type: none"> <li>◆ Due: <b>First draft of Discipline Investigation</b> for Peer Review (bring a hardcopy to class; At least 4 pages must be completed.</li> </ul>   | 10/27<br><ul style="list-style-type: none"> <li>◆ Due: Grammar corrections from Journal 4 due</li> <li>☛ <b>Read:</b> <i>WH/EW</i> Ch. 39, Nouns and noun phrases<br/>Canvas&gt;Writer's Help&gt;Grammar&gt;Nouns and noun phrases</li> <li>◆ Due: Complete exercise 39.1, 39.2</li> </ul>  |
| Week 11 | 11/1<br><ul style="list-style-type: none"> <li>◆ Due: <b>Second draft of DI:</b> Bring a hardcopy to class and submit to Canvas by midnight; use Criterion for grammar help before submitting draft.</li> </ul>  | 11/3<br><b>Conferences</b> —no class; Come to my office in FO 223 for our scheduled meeting   |
| Week 12 | 11/8<br><b>Conferences</b> —no class; Come to my office in FO 223 for our scheduled meeting  | 11/10<br><p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>☛ Prep for Journal 5</li> <li>☛ Assign Cover Letter</li> </ul> <ul style="list-style-type: none"> <li>☛ <b>Read:</b> <i>CR</i> (15-16)</li> </ul>   |
| Week 13 | 11/15<br><ul style="list-style-type: none"> <li>◆ Due: <b>(Semi) Final Draft of DI:</b> Bring a hardcopy to class</li> <li>◆ Due: <b>Cover letter for Peer Review; bring a hard copy to class</b></li> </ul>   | 11/17<br><ul style="list-style-type: none"> <li>☛ In-class essay (<b>Journal 5</b>). This is a practice final exam.</li> </ul>  |
| Week 14 | 11/22<br><ul style="list-style-type: none"> <li>• <b>Students notified if they are not eligible for the portfolio and final exam.</b></li> <li>5</li> </ul> <p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>☛ Portfolio preparation workshop for eligible students</li> <li>☛ Prep for Final Exam</li> </ul>  | 11/24<br> THANKSGIVING HOLIDAY — CAMPUS CLOSED   |
| Week 15 | 11/29<br><ul style="list-style-type: none"> <li>◆ Due: <b>PORTFOLIO SUBMISSION DEADLINE</b></li> </ul>   | 12/1<br><p><b>In Class:</b></p> <ul style="list-style-type: none"> <li>☛ <b>FINAL EXAM DONE IN CLASS:</b> Bring a Yellow Exam book to class</li> </ul> <p>Final class meeting</p>   |
| Week 16 | 12/6 – 12/8<br><b>NO MORE 100A (WHOLE) CLASS MEETINGS AFTER 12/1!</b>  |   |
| Week 17 | <b>RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS – DATES TBA</b>  |   |