

San José State University
Department of English & Comparative Literature
ENGL 1B: Argument and Analysis, Section 40, spring 2016

Global Citizenship: Thinking Critically About Our Interconnected World

Course and Contact Information

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Office Hours:	Tues. 2pm-3pm ; Weds. 12:15pm-1:15pm; Friday by appointment
Class Days/Time:	Friday, 9:30am-12:15pm
Classroom:	BBC 124
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C or better
GE/SJSU Studies Category:	GE C2 Humanities—Letters

Canvas Access and MySJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for accessing the site to learn of any updates, announcements, or new materials. Access to “Writer’s Help,” a comprehensive writing and style guide on Canvas, is mandatory. Please ensure that the email address linked to your MySJSU account is the one you check regularly.

ENGL 1B Course Description

General Course Description

ENGL 1B is a writing course that exposes you to significant works of the human intellect and imagination. Through the study of literary, rhetorical, and professional texts, you will examine the analytical and creative process in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. You will practice prewriting, drafting, revising, and editing, and you will practice reading closely in a variety of forms, styles, structures, and modes.

Section-Specific Course Description (the fun stuff)

To provide focus and continuity, this class will address the theme of “global citizenship” at all its levels, whether in this classroom, the Bay Area, the United States, or around the world. All topics will require critical thinking to analyze how they relate to the concept of global citizenship and how they inform what it means to be a global citizen in our ever-shrinking, interconnected world. Students will read and write about social, cultural, political, historical, and economic issues affecting the people of our world, to name a few. Two special focuses within these topics include race in America and women’s rights across the globe. Learning about the complex world systems that link us to people in other countries provides ample opportunity for critical thinking, finding connections, and growing as both a writer and a global citizen—but we must also understand issues closer to home, using that knowledge as a lens to understanding issues abroad and how we relate to them. After all, we are part of the globe, too. Maps and the concept of mapping as argument will also play a significant role in this class.

More specific topics we cover might include labor, human rights, climate, food, capitalism, conflict, and more. In addition to selections from the course texts, we also look at current news sources and nontraditional narratives, including maps, movies, YouTube clips, visual storytelling, and interactive online resources. The required books for this semester include bestselling nonfiction, a graphic novel, and fiction written by diverse authors. Group discussions will be a very important part of helping you to dig into complex global concepts. The world is changing more rapidly than at any point in history, and humans are more connected than ever before. As such, a major goal of this course is to encourage you to consider the world around you from the perspective of a global citizen—a resident not only of San Jose, California, or even America, but of an increasingly interconnected world. But don’t forget: this is, first and foremost, a writing class. The global discussions and materials will give you a jumping-off point from which to develop stronger writing, mechanics, and critical thinking skills that you can use in all of your college writing and beyond.

Perhaps most importantly, this course will encourage you to take nothing at face value and question everything to reach *your own* logical conclusions—that is what critical thinking and analysis are. Nothing is ever as simple as it is presented to us, especially in a globalized world where conflicts can stretch across continents in minutes and where the media often doesn’t provide the full story; critical thinking requires us to dig deeper and take nothing for granted. One more time for good measure: QUESTION EVERYTHING—ESPECIALLY YOUR OWN VIEWS AND BELIEFS.

ENGL 1B Learning Outcomes (GELO)

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

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

General 1B Information

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the

course will include writers of different genders, nationalities, races, and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

Reading: In addition to being writing intensive, ENGL 1B is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

Multimodal arguments: You will be presenting arguments to class both as an individual and as part of a group, either orally and using nontraditional approaches.

Research: 1B courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Classroom Protocol

Participation: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group discussions,

bringing materials to class, focusing on the task at hand instead of, for example, other classes or your phone, and essentially contributing to the learning process of our discussion-style classroom. Participation will make up a significant portion of your grade. Your journal and any written homework assigned will be counted as part of your overall participation score; if you do not do the homework or complete in-class journal exercises, it will significantly affect your grade.

Sensitivity: Because this course may at times focus on controversial topics, we will sometimes discuss difficult or polarizing issues and concepts. I do not expect you to all have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I do expect is that you listen to and respond to differing perspectives, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. Interrogate your own beliefs as you learn new things. An intelligent mind changes with new, reliable information.

TurnItIn.com: You will submit all your out-of-class essays (final drafts only) to TurnItIn *through Canvas*. Indication of plagiarism will result in a zero for the assignment and potential disciplinary action. Your paper will be considered late if you do not complete the TurnItIn requirement by the due date, and I will dock your grade accordingly.

Absences: If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don't respond, it is likely one of those cases. It is up to you to show up prepared to the next class session. Please do not ask me to do extra things for you if you miss class. You will not receive participation credit for days you miss unless you inform me **BEFORE** class meets that you are ill or have an extenuating circumstance and make arrangements to complete the class work. You will exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

Lateness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is rude to the instructor and your classmates,

Electronic devices: Cell phones, laptops, tablets, etc. are not allowed in class except to access the required readings. I prefer that you do not use a cell phone, which can present texting temptation, unless you have no other means of accessing the material.

How to be successful in this course:

1. **Completion of all work** is required in order to pass the course.
2. **Put effort into your work and do more than the minimum requirement** for assignments. If you choose to do the absolute minimum amount of work on assignments, do not expect to receive an A. Earning an A on an assignment involves putting additional effort into your work, including close proofreading. If you have difficulty with writing, visit the writing center early

and often. The tutors there are amazingly good—Please have your tutor send an email to me outlining what you worked on.

3. **Budget your time.** If you fall behind, the effect on your grade can be dire. Look at the schedule and plan your time so you stay current on the work and know what is expected each week.

4. **Take notes** when you are reading. This will help you with class discussions, in-class activities, and often with your term paper as well.

5. **ASK FOR HELP.** If you are struggling with an assignment, you need to let me know as early as possible so we can work together to help you succeed. You will also be required to attend my office hours twice throughout the semester. I will make appointments with you if my office hours are not workable for you. I am happy to talk to you, and will schedule an alternative time convenient for us both. **I am here to help, I want to help, but I can't help you if you don't ask.**

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you 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>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Argument Analysis (in-class essay): <i>Babel</i>	500 (700 revised)	1,2,3
Analytical synthesis of multiple course texts; also incorporates outside research	1000 (1200 revised)	1,2,3
Case Analysis: choose two opposing sides of a specific, current debate; analyze effectiveness of each	1000 (1200 revised)	2,3
Multimodal group project: video, podcast, performance, song, etc., used to convey a specific argument	Equivalent of 1000 words in workload	2,3
Oral argument and formal outline: student choice of global issue	300-500 words (outline)	3
Creative final paper: in-depth research combined with a project proposals and detailed annotated bibliography will inform a short story that relates to course themes	1500 (2000 revised)	1,2,3
Weekly journal exercises	300-500 words each; potential revisions	1,2,3

Reading presentations/discussion leadership	Informal; no designated word-count	1,2
Event reflections (2)	300-500 words each	1,3

Required Texts/Readings

Textbook

- *Everything is an Argument* (Andrea Lunsford)
- *Persepolis* (Marjane Satrapi)
- *Between the World and Me* (Ta-Nehisi Coates)
- *Americanah* (Chimamanda Adiche)
- “Writer’s Help” (FREE on Canvas)

Other Readings

- Various articles, both scholarly and from respectable mainstream sources (to be posted on Canvas)
- News pieces and current events (Canvas)
- Videos, clips, interactive online resources, etc. (Canvas)

Grading Policy

Grading Breakdown

In-Class Argument Essay	10% (100 points)
Analytical Synthesis Essay	15% (150 points)
Case Analysis	15% (150 points)
Multimodal Group Project	10% (100 points)
Oral Argument/Formal Outline	5% (50 points)
Final Creative Essay and biblio.)	20% (200 points; includes project proposal
Reading Pres./Discussion Leadership	5% (50 points)
Event reflections (2)	5% (50 points together)
Participation and HW)	15% (150 points; includes journal writing

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below. **The grading breakdown and schedule are subject to change with advance notice.**

Late assignments: You will lose one full letter grade on an assignment for each day it is late. In extreme circumstances, you may arrange for a later due date without penalty, but you must communicate with me about it as far in advance as possible. Do not take advantage of this!

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%)

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.

General Expectations, Rights and Responsibilities of the Student

As a member of the academic community, you 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 you begin by seeking clarification or discussing concerns with your instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that you contact the Department Chair as a next step.

Dropping and Adding

You 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/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. You 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 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>.

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 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [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>.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th 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>.

COURSE SCHEDULE: ENGL. 1B, Section 40, spring 2016

IMPORTANT: Schedule subject to change with fair notice; notice will be given via either Canvas or email, or in class. Expect more writing exercises, short readings and other “texts” to be added as current world events occur, especially later in the semester. The reading/HW must be completed by the date listed—not for the following class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/29	Review syllabus Introductions Writing exercise #1: What is a global citizen?
2	2/5	HW: Watch “The Danger of a Single Story”; post event in “discussions”; bring journal to class Brief argument structure/thesis statement overview Watch <i>Babel</i> (in class); prep for in-class essay next class Writing Exercise #2: “Single Story” reflection
3	2/12	HW: <u>bring green book AND scholarly article for in-class essay</u> ; read <i>Everything is an Argument</i> , chpt. 1 (“The Basics of Argument”) and chpt. 7 (“Structuring Arguments”) In-Class Essay: The Arguments of <i>Babel</i>
4	2/19	HW: read <i>Between the World and Me</i> , Part 1 (pg. 1-71), <u>comment on Canvas</u> in “discussions”; read “Dignity” article (Canvas) Writing exercise #3: Connecting HW texts Visual argument discussions
	FEB. 24, 7:30pm, SU Ballroom	SPECIAL EVENT: Ruby Bridges Accepts Steinbeck Award (tickets available at Event Center box office or on Ticketmaster; extra credit for attending and writing a reflection)
5	2/26	HW: read <i>EA</i> chpts. 2&3 (“Pathos” and “Ethos”); finish <i>Between the World and Me</i> , <u>comment on Canvas</u> ; bring a “visual argument” from the news or other current source that touches on themes of the class (please print) Writing exercise #4 Visual argument discussion Watch “Spanish Lake” Oral Argument/Formal Outline Assigned
6	3/4	Read first half of <i>Persepolis</i> , <u>comment on Canvas</u> ; read <i>EA</i> chpt. 4 (“Logos”); read <i>EA</i> chpt. 5 (“Fallacies”); print a section of user comments from any current news article (bring to class) Writing exercise #5 <i>Babel</i> Revision DUE (CANVAS ONLY)

Week	Date	Topics, Readings, Assignments, Deadlines
		LIBRARY RESEARCH DAY (TENTATIVE DATE)
7	3/11	HW: Finish <i>Persepolis</i> , <u>comment on Canvas</u> ; read “Prop 8” texts (on Canvas in “modules”) Oral Arguments/Outlines DUE Present Oral Arguments Case Analysis Assigned Practice with <i>Persepolis</i> “Trimming the Fat” workshop Writing exercise #6
8	3/18	HW: first draft of Case Analysis DUE for peer workshop (1,000 words); bring TWO hard copies ; read <i>EA</i> chpt. 8&16 (“Arguments of Fact” and “Academic Arguments”); read “The Climate Emergency” (Canvas) Review Final Creative Project Overview Peer workshop of Case Analysis Writing exercise #7
9	3/25	Activity TDB Alternative assignments: begin <i>Americanah</i> /Work on Case Analysis revision POST PROPOSAL FOR FINAL CREATIVE PROJECT IN “DISCUSSIONS” by end of day
10	4/1	SPPRING BREAK/CEASAR CHAVEZ DAY: NO CLASS
11	4/8	HW: read <i>Americanah</i> , Parts 1 and 2 (to pg. 278), <u>comment on Canvas</u> ; read “Embedding Possibilities” (Canvas) Case Analysis DUE (1,200 words; CANVAS ONLY) Fun with maps! “Selecting and Incorporating Source Material” workshop Writing exercise #8
12	4/15	HW: read <i>EA</i> chpts. 9&11 “Arguments of Definition” and “Causal Arguments”; find and print an example of each (bring to class); finish <i>Americanah</i> Analytical Synthesis Essay Assigned More fun with maps! Writing Exercise #9
13	4/22	HW: first draft of Analytical Synthesis DUE for peer workshop (1,000 words); bring TWO hard copies ; read <i>EA</i> chpt. 15 (“Presenting Arguments”) Peer Workshop of Analytical Synthesis Writing exercise #10
14	4/29	HW: read <i>EA</i> chpts. 17&18 (“Finding Evidence” and “Evaluating Sources”)

Week	Date	Topics, Readings, Assignments, Deadlines
		Writing exercise #11 Analytical Synthesis DUE (1,200 words; CANVAS ONLY) Annotated Bibliography for Final Project Assigned
15	5/6	HW: reading TBA Watch “Half the Sky” Writing Exercise #12 Annotated Bibliography DUE Discuss final group “Multimodal” presentations for final day
16	5/13	HW: reading TBA ; SUBMIT JOURNAL TODAY Writing exercise #13 Catch-up/Conferences re: final projects Informal peer workshop for final projects (bring one hard copy)
Final Exam	FRIDAY, MAY 20, 7:15-9:30am	Final Group Presentations Final Projects DUE (CANVAS AND HARD COPY) Multicultural Potluck