

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1B: First-Year Writing, Section 07**  
**Fall 2019**

**Course and Contact Information**

Instructor:	Blythe Nobleman
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Office Hours:	Tuesday 11:00 – 1:00; Th 9:00 – 10:00 am (Skype: bnobleman) or by appointment
Class Days/Time:	MW 1:30 – 2:45 pm
Classroom:	SH 411
Prerequisites:	ENGL 1A or ENGL 1AS with a C- or better.
GE/SJSU Studies Category:	GE C2 Humanities—Letters

**Course Management Page and Emails**

Course materials, such as syllabus, handouts, and assignment instructions, can be found on the Canvas course management system website. You are responsible for checking *both* your sjsu.edu email *and* the messaging system through Canvas to learn of any updates.

**ENGL 1B Course Description**

**General Course Description**

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, students will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. Students will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes. GE Area: C2 Prerequisite: ENGL 1A or ENGL 1AS with a C- or better. Note: ENGL 1B is treated as a repeat for students who have taken ENGL 2.

**Section-Specific Course Description**

This 1B course is designed to help students extend their writing skills through promoting critical thought, developing analytical skills, and working on the construction and support of an argument. We will practice close reading, critical thinking, and argumentative writing

by examining texts that address controversial global issues. The course theme will serve as the framework for developing students' analytic thinking, reading, and multiple stages of revision. In the course of these revisions, you will review and constructively critique one another's work, helping one another to become better writers while improving your own writing in the process.

Students in this course will be exposed to a wide variety of texts by influential writers who tackle themes of global importance. In addition to learning the conventions of academic writing, you will be encouraged to synthesize complex ideas and develop your own critical perspectives, so that you can become active and ethical members of the global community.

### **COURSE THEME**

Our course will be centered on the theme of *adversity and resilience*. These two terms, closely coupled, occur throughout our lives in many ways. For example, we can easily identify various forms of adversity and resilience: psychosocial, economic, environmental, emotional and political, among a variety of other situations and circumstances. For our purposes, we can begin to think of adversity as a hardship, threat, stress or serious difficulty or misfortune sometimes sustained over time. Resilience, which follows adversity, is an adaptive response to these hardships, traumas, threats or other significant sources of stress. Likewise, resilience refers to the ways in which we recover from and adjust to adversity. Developing resilience in different ways is key to leading a successful and happy life. Throughout the course, we will analyze readings and will examine, research, and inquire into the ways in which this theme occurs as it relates to a variety of contexts.

### **ENGL 1B General Education Learning Outcomes (GELO)**

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

GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.

GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

GELO Other: Letters courses will enable students to recognize the role of diversity in culture and society.

### **ENGL 1B 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.

In this class, you will be writing a critical analysis of a text, a well-reasoned, logical argument, a collaborative group essay with a multimodal presentation (Power Point, video, etc.) a research paper with credible, scholarly evidence and a final reflection to accompany your portfolio submission that charts the progress of your writing and critical thinking over the course of the semester. As part of the writing process, you will have many prewriting assignments and write honest, and supportive critiques of your peers’ essays. Participation is central to this course in the form of discussion, peer review workshops and in-class writing activities (see more on this under “Participation” below).

### Major Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Critical Analysis	1,000	GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns; GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses; GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness; GELO Other: Letters courses will enable students to recognize the role of diversity in culture and society.
Argument Essay	1,000 – 1,500	GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns; GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses; GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness; GELO Other: Letters courses will enable students to recognize the role of diversity in culture and society.
Group Essay/Multimodal Presentation	1,000 – 1,500	GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns; GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses; GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness; GELO Other: Letters courses will enable students to recognize the role of diversity in culture and society.
Research Paper	1,000 – 1500	GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns; GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses; GELO 3: Letters courses will

		enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness; GELO Other: Letters courses will enable students to recognize the role of diversity in culture and society.
Peer Reviews	1,000 – 1,500	GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns; GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses; GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness; GELO Other: Letters courses will enable students to recognize the role of diversity in culture and society.
Reflection Essay/Portfolio	750 – 1,000	GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns; GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses; GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness; GELO Other: Letters courses will enable students to recognize the role of diversity in culture and society.

## Required Texts

All required texts will be made available as PDF or Word documents or as links to online materials posted as an “Assignment” to our course Canvas site.

## Technology and Other Requirements

If you have a laptop or tablet computer, **bring it to every class** for in-class writing and accessing reading materials. If you do not have a computer to bring, you are then responsible for printing all reading materials and bringing them to class as assigned. **NO PHONES may be used in class at any time for any reason** without my express permission—period (see note on participation below). Repeated violations of classroom rules will result in a deduction of participation points.

Almost if not all of your course readings will be Adobe PDF files, so I recommend downloading the free **Adobe Reader** from Adobe.com.

All of your own writing assignments need to be in “.docx” format. You can download a free version of **Microsoft Office** (which includes **MS Word**) from the “Software Download” tab of your one.sjsu.edu page.

**Grading Policy**  
**Final Grade Breakdown**

<b>Assignment</b>	<b># of Drafts</b>	<b>Weight Percentage %</b>
Critical Analysis	2	10
Argument Essay	2	10
Group Essay/Multimodal Presentation	2	20
Research Paper	2	20
Peer Reviews	1	10
Reflection Essay/Portfolio	1	15
Participation (in-class writings, discussion, etc.)	N/A	15
<b>TOTAL</b>		<b>100</b>

**IMPORTANT NOTES:**

Students must receive a C- or higher to pass this course. No extra credit will be given in this class.

Missed in-class or late work will only be accepted at the discretion of the instructor. If accepted, a penalty of up to 10 percentage points per day late may be assessed.

Final drafts of essays will not be accepted unless all paper-related assignments (rough drafts, reviews of peer essays, etc.) have been completed.

**Determination of Grades**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. Here is the break-down by letter grade:

**An “A”-range 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 to make persuasive arguments that are effectively supported by logic and/or evidence.

**A “B”-range 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”-range essay** will complete the requirements of the assignment, but it will show major weaknesses in one or more of the fundamental areas of essay-writing listed above in the “A” grade range.

A **“D”-range essay** will complete the requirements of the assignment, but it will show major weaknesses in most of the fundamental areas of essay-writing listed above in the “A” grade range.

An **“F”-range 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 extensive grammatical, mechanical, and/or usage errors that interfere with reader comprehension, or simply does not fulfill the requirements of that specific assignment. Any incomplete essay or rough draft turned in as a “final draft” will receive an “F,” as multiple revisions, full development, and proofreading are all part of completing any final essay assignment.

**Class participation** is assessed as follows:

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Complete disengagement with the class

NOTE: The class participation grade constitutes all in-class activities and cannot be made up if you miss a class, regardless of the reason.

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.”

### **Classroom Protocol**

**PARTICIPATION** is required from *all students*—you will not be able to sit in the back of the classroom and sleep or zone-out. If you’re a shy or introverted student, take this course as a challenge and opportunity to build your confidence and public speaking skills, which will be necessary to success in your career or further academic pursuits. We all say something “wrong” or worry that others may think we are “stupid” sometimes—so what? It’s not the end of the world. We frequently ‘think out loud’ while our ideas are still developing to more fully form and shape our thoughts. This process is, in fact, how we learn, and we are all learning and developing as readers and writers together. We will work collaboratively, helping one another to improve our skills. We will not judge but support one another, even as we debate controversial issues, evaluate one another’s performances, and critique one another’s arguments—all for our mutual betterment.

This class is not a lecture but a seminar, and I will be facilitating *your* discussions of readings, student essays and presentations, etc. Your physical and mental presence is therefore expected at *each and every* class meeting. This is *not* the kind of class you can miss and just get the lecture notes from a friend to catch up. *Every class will require your active participation.* **A writing course is a community of learners undergoing a process whereby they develop their reading and writing skills over time, through hard work and dedication.** Writing courses are by their nature time- and energy-intensive courses. Staying on track with homework assignments and being present (both physically and mentally) and actively contributing to class discussions and completing in-class writing or other assignments is *absolutely essential* to your success in this course.

**You are therefore expected to arrive on time, fully-prepared, and ready to participate actively in each class meeting.** To receive credit for contributions to discussions, **you must offer new insights or pose questions that lead to productive conversation, not just repeat or agree with what someone else has said.** This also means that you must come to class with all required assignments completed and reading and writing homework materials in hand (as a print-out or on your computer). **Missed and late assignments will not be accepted, and make-up work or extra credit will not be given (or only at my discretion, and may incur a grade penalty, as outlined in “Grading Policies” above).**

*Sensitivity:* This course may, at times, focus on controversial topics; we will sometimes discuss difficult or polarizing issues and concepts. I do not expect you all to 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 transforms with new, reliable information.

*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. You will not receive participation credit for days you miss class. You should 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.

*Tardiness:* 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.

*Collaboration:* Since one of the objectives of the course is to give students an opportunity to gain experience in articulating arguments, all students are asked to help maintain a

classroom environment that is both mindful of individual sensitivities and receptive to principled disagreement. The premise from which we start in this class is that there is no single one “right” interpretation of each text that will then be imparted upon you. We will expect your questions, considerations, concerns, and even confusion with the material to be our starting point for discussion. Class discussion is a collaborative process that relies on offering one’s thoughts aloud as well as engaging with the comments of others. Lively class discussions are a crucial component to refining your own interpretations alongside with working on becoming a better writer.

## Discussion Guidelines

We will start out by simply having conversations as one normally would in a seminar, speaking when we have a contribution to make (and according to the rules below), but if that proves too chaotic, we will revert to the old school method of raising hands.

- Be RESPECTFUL (almost every other guideline is a subcategory of this all-important one!)
- No yelling, talking over, interrupting, or—obviously—no personal insults.
- Try to understand and be considerate of others’ perspectives, opinions, and feelings
- Come prepared so you can actively and substantively contribute to discussion (and not waste your classmates’ time). Read and write your assigned analyses/responses and bring those to class along with the reading so you have all of your materials, notes, and ideas at hand.
- Speaking of wasting others’ time, don’t just repeat what someone else already said. You can certainly extend it, offer a different perspective on it, etc., but don’t just repackage it in different words and hope we don’t notice.
- Let others speak. We don’t want class to devolve into a situation where the same five people carry the conversation all the time. The popcorn method was a good suggestion for doing this, too (although “hot potato” and “tag” seem like more accurate analogies). It’s where one student starts out with a contribution and then randomly passes the discussion baton on to another person.
- To that end, BE COGNIZANT of yourself and of others. Always be “taking the temperature” of the room and give others space to speak.
- And to *that* end: Don’t Be Afraid of Silence. Sometimes a minute or two of silence gives more tentative people time to step up.
- Offer CONSTRUCTIVE critique. While our goal is to discuss, debate, and rigorously evaluate one another’s reading and writing to help one another improve throughout the semester, we want to do this in as *supportive*, *encouraging*, and *positive* a manner as we can.
- Conversely, be open to criticism. It’s the only way to learn, and becoming defensive can just shut out what others have to have offer you. We’re not going to judge one another, but help everyone improve as much as we can.
- Stay on topic. Tangents are usually counterproductive.
- ACTIVELY LISTEN AND PARTICIPATE in discussions, don’t zone out, drift off or get up and leave in the middle of class (use the bathroom beforehand).

- Be CONFIDENT in your presentations of your analyses, interpretations, evaluations and critiques. It's fine to admit when you know you're going out on a limb, taking a stab in the dark, but if you feel you have a strong case to make for the strength or weakness of an argument or its evidence, for example, don't be afraid to say—and stand by—it. Even if you don't always feel that way, try to hold yourself with confidence—fake it 'til you make it! (Arrogance is something altogether different, and we want to avoid it.) The first step in gaining confidence in your ideas is to always ground them in the language, logic, and evidence of the text itself, in what's actually on the page.

## University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, and so forth:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>. The First-Year Writing Program's policies can be found: [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html).

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances.

## Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University [Academic Integrity Policy](#) F15-7

<http://info.sjsu.edu/static/schedules/integrity.html> 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. Visit the [Student Conduct and Ethical Development](#) website <http://www.sjsu.edu/studentconduct/> for more information.

## 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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) <http://www.sjsu.edu/aec/> to establish a record of their disability.

## Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
  - [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>

- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](http://www.sjsu.edu/it/services/academic-tech/index.php) <http://www.sjsu.edu/it/services/academic-tech/index.php> located in IRC Building. 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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website 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 at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at <http://www.sjsu.edu/counseling> .

### **COURSE SCHEDULE**

Week	Topics	Readings – before class	Assignments
1M: Aug 19	<i>Classes begin on Wednesday, August 21</i>	.	
1W: Aug 21	Introductions; Course Policies—students discuss protocols for class discussions; course essays.	Read the <i>Lloyd’s Register Foundation Foresight Review on Resilience Engineering</i> on Canvas	What are its main points? What does it say about adversity and resilience? How would you assess the audience for the publication? Divide this into two sections: “Summary” and “Response,” and bring writing to class.
2M: Aug 26	Discuss LRF Foresight Review; group activity; points of critique; writing on adversity and resilience		In addition to your other thoughts, answer the question: How is the style, or form, of this publication composed differently than other publications? Why was it composed this way? What is the purpose; who is the audience and what kind of document is this (genre)?
2W: Aug 28	Preliminary research into credible, reliable articles about adversity and resilience; write reading response; group activity	Review assignment on Canvas	Continue to identify a reliable (cited, scholarly) article <i>about or related to adversity and resilience</i> ; write initial summary and response, identify points of critique
3M: Sep 2	Labor Day – no class		
3W: Sep 4	Discussion of assignment; what it means to analyze; activity with points of critique; begin outline of critical analysis; group activity: adversity and resilience	Handout on Canvas	Expand outline into first draft, bring completed draft to class on Monday along with article
4M: Sep 9	Peer review first drafts; group activity; writing effective paragraphs; article exchange	Handout on Canvas	Refine and polish final version of critical analysis essay. <b>Submit before midnight to Canvas on FRI SEP 13.</b>
4W: Sep 11	Review argument assignment; components of an argument; group activity; begin preliminary research for argument; practice argumentation		Brainstorm topics for argument essay; conduct preliminary research about a research question. Write a list of issues written in question form that you have a strong opinion about and/or knowledge of, as well as issues you are uncertain about and/or know less about and would like to learn more about. You are required to list <b>at least three</b> questions/issues that you would be interested in researching and writing about, but feel free to list up to ten. <b>NOTE: must clearly be about or related to <i>adversity and resilience</i>, illustrating the course theme. Avoid random issues.</b>
5M: Sep 16	Discuss topics for argument essay. Developing a thesis for argument essay; logical fallacies; group activity with research from <i>reliable</i> sources	Handout on Canvas	Continue research and decide upon topic/issue for argument; develop preliminary outline, bring to class
5W: Sep 18	Developing a claim; managing counterarguments; group activity with outlines	Handout on Canvas	Refine outlines and expand into a full sentence outline, bring to class
6M: Sep 23	Integrating research into the writing; group activity with research; workshop sentence outlines; composing introductions with thesis	Handout on Canvas	Write introduction with thesis (claim), bring to class.

Week	Topics	Readings – before class	Assignments
6W: Sep 25	Continue working on source integration; argument structure; group activity with introductions and thesis	Handout on Canvas	Expand outline into full draft of argument, bring to class
7M: Sep 30	Peer review first drafts of argument; edit and revise in class; Q&A		Revise and polish argument for submission.
7W: Oct 2	Reflective writing about argument; introduction to group essay/multimodal presentation; discuss types of collaborative conflict; meet in groups to begin project	Handout on Canvas; review Group Essay/Multimodal Presentation on Canvas	<b>Submit argument to Canvas before midnight on FRI OCT 4;</b> exchange contact info with group members; research multimodal media for presentations
8M: Oct 7	Discuss multimodal vehicles for presentations; read Tufte, <a href="#">“Power Point is Evil”</a> and do group activity about slide design; discuss good and bad presentation techniques		Research reliable sources for essay portion of the project: write summary and response for at least one source per person and bring to class
8W: Oct 9	Group activity with research summaries; identify themes and begin outline of essay; visual rhetoric activity and discussion	Handout on Canvas	Outline your portion of the group essay, using full sentences. Identify sources, writing summary and response. Locate at least one appropriate visual to accompany essay and for use in presentation. Bring to class.
9M: Oct 14	Group activity: combining and synthesizing outlines; essay organization activity and discussion. Analyze visuals.		Create master essay document with access for all group members; begin merging outlines and sections, expanding outlines. Bring to class for work during session (on laptop).
9W: Oct 16	Composing introductions; thesis statements; discuss “voice”; work on paper in class	Handout on Canvas	Continue to develop essay as a group; assess visuals and sources as a group (summaries and responses), bring to class. Develop introduction to group essay, bring to class.
10M: Oct 21	Assess visuals across groups. Work on essay as a group in class; activity to begin master version of multimodal presentation.		Craft conclusion to group essay, bring to class; continue building master framework for presentation, bring to class for work during session.
10W: Oct 23	Workshop conclusions; work on essay during class in consultation with instructor; Q&A		Complete draft of group essay for review; continue developing presentation, bring both to class
11M: Oct 28	Groups to peer review group essays and presentations; feedback session		Revise and edit group essay and presentation. Bring revised versions of both to class.
11W: Oct 30	Final group peer review of essays and presentations. Edit and revise in class. Reflective writing about project.		Polish and finalize group essay; <b>submit to Canvas before midnight on FRI NOV 2.</b> Prepare to give presentations next week.
12M: Nov 4	Group presentations; audience to write review and evaluation for submission to group and instructor.		Edit and revise presentations, as needed. Group evaluations.
12W: Nov 6	Introduce research paper; begin brainstorming ideas and		<b>Submit final group multimodal presentation to Canvas before midnight on FRI NOV 8.</b> Begin preliminary research and explore various

Week	Topics	Readings – before class	Assignments
	concepts; group activity: discuss topics.		perspectives about topic for research essay. <b>NOTE:</b> <i>must <b>clearly</b> be about or related to <u>adversity and resilience</u>, illustrating the course theme. Avoid random issues.</i>
13M: Nov 11	Veteran’s Day – no class		
13W: Nov 13	Activity related to perspectives on topics; research in class; discuss sources; Structuring and organizing the research paper reading response	Handout on Canvas	Develop full sentence outline, bring to class. <i>Look ahead: essay due next week!</i>
14M: Nov 18	Peer review outlines; begin expanding into full draft; Q&A		Complete full draft of research paper, bring to class
14W: Nov 20	Peer review drafts of research essay; edit and revise in class		Polish and finalize research essay; <b>submit to Canvas before midnight on FRI NOV 22</b>
15M: Nov 25	Begin preparing final portfolio; begin reflective essay; discussion and group activity to stimulate ideas for reflection		Review projects for portfolio; start draft of reflection essay, taking notes about writing modes and strategies that have evolved throughout the semester, bring draft to class
15W: Nov 27	Non-instructional day – no class (Thanksgiving Break)		
16M: Dec 2	Peer review reflection essays; discuss portfolio checklist		Continue to prepare portfolios
16W: Dec 6	Discuss criteria for portfolios; peer review final draft of reflection essay; edit and revise in class	Portfolio checklist	<b>Submit reflection essay to Canvas before midnight on FRI DEC 8</b>
17M: Dec 9	Last day of class: in-class work on reflection for final portfolios; Q&A		<b>Portfolios due by W DEC 12</b>