

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 12, Spring 2019**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays 12-1:00 p.m., Wednesdays 1:30-2:30 p.m. and by appointment
<b>Class Days/Time:</b>	Monday and Wednesday, 10:30-11:45 a.m.
<b>Classroom:</b>	Sweeney Hall 413
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

“The classroom remains the most radical space of possibility.” -bell hooks (author, feminist, activist)

**English 1A: First-Year Writing Course Description**

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences, purposes, and contexts.

**About Section 12: “Write to Transform the World: Empowering Our Voices for Social and Personal Change”**

This section is heavily focused on voice—particularly, the *power* that our voices can have in the world. How is voice political, personal and persuasive? How can our voices create social change? Most importantly, what happens when our voices interact, and we enter conversations about issues that matter to us? Our course is designed strategically to move us from the internal/personal to the external/social. We must first *understand* ourselves as writers and readers before we can confidently *engage* with others, notice rhetorical moments in action, and make sound arguments.

In this class, we will apply tools of rhetoric, analysis, and inquiry to explore social justice issues in contemporary media and develop awareness of genre. We will hold engaging, critical conversations and examine the dialogues happening in and beyond our classroom (we’ll even listen to Kendrick Lamar!) Through engaging activities, I will also help you “unlock” the writerly skills you’ll need to succeed at SJSU regardless of your major. Good news: these skills will follow you well beyond the university! Together, we will harness our voices and experiences to take a more active role in our communities while learning to communicate clearly, effectively, and authentically.

## Course Format

### **Logistics/Canvas Learning Management System**

ENGL 1A is an entirely in-person course accompanied by an online platform called Canvas. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking Canvas and your SJSU email address to learn of any updates.

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

Upon successful completion of this course, students will be able to:

1. Read actively and rhetorically;
2. Perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

### **Required Course Texts and Materials**

#### **Textbook:**

*Joining the Conversation: A Guide and Handbook for Writers* (Third Edition) by Mike Palmquist and Barbara Wallraff. ISBN: 9781319055547. Available at the SJSU bookstore or on Amazon.com.

#### **Other Readings:**

Various online media, including articles, videos, songs, interviews, podcasts (links/scans will be provided in advance on Canvas or via email).

#### **Technology Requirements and Materials:**

- Students will need internet access by means of laptop, tablet, smartphone, etc. **We will use these almost every day in class.** If you do not own one of these, you can borrow a laptop from the A.S. Print & Technology Center in the East Wing of the Student Union, 2nd floor. Our Martin Luther King Jr. Library also has computers on the 3rd and 4th floors (you need your Tower Card) and there are more computers available for student use in Clark Hall. **Please email me if you need assistance accessing technology.** In class, you may use your smartphones for course-related tasks only; please be present and active in the classroom. Please do not text excessively. You are paying a lot of money to be in this classroom, and you deserve to benefit from an intellectually stimulating environment.
- Students will need loose sheets of paper for warm-ups and brief assignments in and out of class.

## Course Structure, Requirements and Assignments

The class is divided into **four** units:

**Unit #1:** The Power of *Your* Voice: Understanding Ourselves as Writers, Thinkers, Readers

**Unit #2:** The Power of *Another's* Voice: Analysis, Argument, Rhetoric, and Inquiry

**Unit #3:** The Power of Voices in Conversation: Joining the Dialogue via Argument

**Unit #4:** The Power of Our Polished Voices: Re-visioning Our Work

Each unit leads up to one major writing project, with the 4th unit culminating in a final writing portfolio. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. We will practice all stages of the writing process: prewriting, drafting, revising, and reflecting. *Prompts and rubrics for all assignments will be posted on Canvas.*

### Major Writing Projects:

- **Unit #1:** Literacy/Personal Narrative
- **Unit #2:** Rhetorical Analysis of a Multimodal Text
- **Unit #3:** Argumentative Project (likely an op-ed—subject to change with fair notice)
- **Unit #4:** Final Portfolio

With each of these major assignments, you will also write and submit a “**Statement of Goals and Choices**” (SOGC) in which you will articulate how you approached the task, what you intended to communicate, what choices or negotiations you made in completing the project, and anything else we should know about your process. Reflection on the composition process is critical to becoming a strong writer and reader.

### Revision & Workshopping Process for Major Writing Projects:

- A few days before the due date of each project, you will workshop your preliminary (first) drafts in class with a small group of your peers. They will give you feedback sheets and marked up copies of this draft for your review. Don't lose these!
- You will be expected to take the peer feedback and revise each project before you turn in a finalized version to me on the due dates listed on syllabus. With this draft, you must also submit the critiqued copies that your peers give to you on workshop day. ★ You must submit your writing projects on Canvas **and** turn in a hard copy of each unit project in class on the due date.
- I will then give you feedback (both in written comments and in a rubric with point values).
- You will have the rest of the semester to revise and edit your projects for final submission in your portfolio. Thus, for each project, you will complete **three** drafts: a rough preliminary draft for peer workshop, a complete draft for my review, and a final draft which will be submitted at the end of the semester. We will spend all of Unit 4 revising in preparation for the portfolio.
- ★ Please make sure you attend all workshops! 20 points will be deducted from the “Engagement” category of your grade if you fail to attend workshop for an illegitimate reason. If you know in advance that you must miss a workshop date, contact me as soon as possible and we will make other arrangements.

## Homework (Short Writing and Reading Assignments):

English 1A is a reading-based course. You will have multiple reading assignments to complete for every class period, and most readings will be accompanied by some form of writing, such as a short assignment or brief Canvas discussion post. In addition, all or most of the assigned projects will be related to readings. It is therefore imperative that you complete the readings **prior** to each class and come with your materials and responses prepared to discuss them in class. All readings in this course contribute to effective writing strategies. We will read often from *Joining the Conversation* and supplement this with other articles and scanned materials (posted on Canvas or emailed to you). ALWAYS bring your texts to class, as we will spend much of our class time sharing ideas, questions and comments that arose while investigating the course topics.

## University's Credit Hour Requirement:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination:

Your final project will consist of an ePortfolio and revised assignments 1-3 plus revision statements.

## How You'll Be Graded

Assignment	Word Count	GELO	% of Grade	Points Possible
Unit 1: Literacy/Personal Narrative + SOGC	1,000 + 500 SOGC	2,3,5	10%	100
<u>Unit 2</u> : Rhetorical Analysis + SOGC	1,000 + 500 SOGC	1-3, 5	15%	100
<u>Unit 3</u> : Argumentative Project + SOGC	800 + 500 SOGC	1-5	15%	150
Final Portfolio	3,000+	1-5	20%	200
<u>Homework</u> : Short Writing and Reading Assignments/Canvas responses	Varies (0-1000)	1-5	30%	varies
<u>Engagement</u> : Combination of class discussions, warm-ups, small group work, staying active in the classroom community in-person and online	Daily warm-ups 200-300 words each	--	10%	varies

### \*Here is one way to assess your engagement:

**A** – Fully engaged, regularly and actively contributing helpful questions and comments to class discussions based on course content and your own ideas. Completes all warm-ups thoroughly and thoughtfully. Actively seeks out feedback and takes clear steps to improve writing.

**B** – Actively listening and asking occasional, pertinent questions and comments. Completes most warm ups or completes all warm ups but with less depth than is necessary. Usually shows intent to improve writing.

**C** – Participates in group work but does not speak much in large class discussions. Attentiveness questionable, posing few questions or comments. Warm-ups are brief, showing the student is not using the full warm-up time to their advantage. Shows some motivation to improve writing.

**D** – Unprepared for class, disengaged. Does not complete warm-ups. Shows a lack of motivation to improve writing.

**F** – Regularly absent, both physically and mentally.

### **Late Work Policy:**

You will be allowed to turn in one late assignment of your choice (excluding the portfolio). You will have two days from the due date to turn in the assignment. Please contact me prior to the class or in office hours for more approval. If using this extension on a unit project, **you must still meet the workshop deadline** for that project.

Homework assignments such as Canvas post discussions and other small activities that fall into the Homework category will be marked down 20 percent per each full day that passes after the due date. For example, if you forget to complete a 10-point Canvas post that was due at 12:00 on a Tuesday, you'd receive at most eight points if you turn it in within the next 24 hours. For each subsequent day, another 20 percent will be marked off.

In-class discussions, workshops, reflections, and warm-ups **cannot** be made up. If you have to step out of class briefly for any reason, please do so quietly and quickly as to not disrupt the flow of class. \*You don't need to ask for permission to go to the bathroom! :) **If you miss class, it is your responsibility to reach out to me/your peers to find out what you missed. There are consequences for missing many classes.**

### **Final Grade Breakdown:**

A = 93-100%	B = 83-87%	C = 73-77
A- = 90-92%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	D = 60-69% F = 59% and below

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

- 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.
- 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 weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" 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 grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment. Other assignments, participation, and quizzes graded in points are converted from your % earned of points possible to a traditional A-F four-point scale.

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

## **Our Composition Community**

### **What We'll Do in Class:**

We will start every class with a warm-up (free-write) to orient you to the classroom environment and get settled. Then, we will engage in small group and large class discussions, complete active learning activities and explore various media including articles, music, videos, images, memes and more.

### **Class Discussions and Preparedness:**

We will address sensitive, contemporary issues of social inequality through the lens of rhetoric and critical analysis. These issues will undoubtedly be personal for you and your peers. Meaningful and constructive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Please maintain awareness of individual differences and alternative viewpoints at all times in this class.

Absolutely NO language of intolerance or hate will be allowed in this class, including but not limited to racist, homophobic, transphobic, sexist, classist, ageist, ableist or otherwise violent language meant to attack others. Please do not perpetuate any inappropriate language that poses threat or harm to your peers. This classroom should serve as a safer space for students of all identities and backgrounds.

Active participation is essential to productive discussions. We want you in class collaborating with your peers. This is not a lecture class; I will *facilitate* much more than I will lecture. We will learn and explore ideas as a group, as we all have something to teach each other. Because every student deserves to participate in the classroom without interruption, all students are expected to come to class **on time** and be prepared for the full 75-minute class period. Please avoid lateness and absences. If you must miss a day of class, check with a classmate to figure out what we did in class. Again, it is your responsibility to reach out to me about missed coursework. Email me if an emergency arises that will necessitate your absence.

### **Office Hours:**

I strongly encourage you to visit me in my office this semester. You don't have to be struggling to come to office hours; I'm available to explain or review concepts that may not have landed for you in class, discuss your progress, and support your holistic growth not just as an ENGL 1A student but as an overall college student.

### **My Responsibilities as Your Instructor:**

- To keep this class engaging, fun and relevant
- To treat you fairly and respectfully
- To inspire you to write powerfully
- To make this learning experience meaningful
- To design a challenging course to help you become better writers and readers
- To clearly present class expectations and criteria for assignments—with the understanding that you are responsible for reading all material regarding assignments
- To return work to you in a timely manner
- To be as accessible as possible for student support

### **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 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 is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the

following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

### **University Policies:**

Office of Graduate and Undergraduate Programs 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## ENGL 1A Spring 2019 Course Schedule

\*Syllabus is subject to change with fair notice. Changes will be announced via Canvas, email, and/or in class.

\*Up-to-date weekly homework will always be posted on Canvas. **Please check Canvas and SJSU email daily.**

### Unit #1: The Power of *Your* Voice: Understanding Ourselves as Writers, Readers, Thinkers

Week	Date	In-Class	Homework Due Next Class
1	Mon 1/28	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> What is this class? Syllabus review (bring laptop or printed copy)</li> <li>● <b>Activity:</b> Questionnaire, introductions</li> </ul>	*Obtain course materials <ul style="list-style-type: none"> <li>● See Canvas for readings/activities (Modules → “Week 1, 2, 3” etc)</li> <li>● Complete Google Form</li> </ul>
1	Weds 1/30	<ul style="list-style-type: none"> <li>● <b>Activity:</b> Brainstorm on class values, community agreements, “good” writing, spheres of writing</li> <li>● <b>Introduce:</b> “Your Life in Music” synthesis mini-assignment</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> <li>● Get in habit of checking SJSU email at least twice a day! This way, you’ll always be informed about important updates, any syllabus changes, and resources. ☺</li> </ul>
2	Mon 2/4	<ul style="list-style-type: none"> <li>● <b>Class Discussion/Activity:</b> voice, power of personal narrative, using “I”</li> </ul>	<b>DUE ONLINE by noon 2/5: “Your Life in Music”</b> (comment on others’ posts by Weds) <ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul> <b>*2/5: last day to drop SJSU courses without W</b>
2	Weds 2/6	<ul style="list-style-type: none"> <li>● <b>Introduce:</b> Literacy Narrative Unit 1 project</li> <li>● <b>Discussion:</b> Features of narrative</li> <li>● <b>Activity:</b> Prewriting (literacy timelines)</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> <li>● Write at least 500 words of literacy narrative draft (doesn’t have to be “finished”) *On Monday, bring 3 copies of your draft to class and 2 printouts of feedback forms.</li> </ul>
3	Mon 2/11	<b>DUE IN CLASS: Draft 1 of Literacy Narrative (rough)</b> <ul style="list-style-type: none"> <li>● <b>Discussion:</b> The writing process, peer review.</li> <li>● <b>Introduce:</b> Statement of Goals and Choices (SOGC)</li> <li>● <b>Activity:</b> Prepare feedback sheets for workshop, pass out your drafts</li> </ul>	<ul style="list-style-type: none"> <li>● Read your peers’ narratives and fill out feedback forms. Take your time!</li> <li>● Sleep an extra hour Tuesday night to gear up for workshop :)</li> <li>● See Canvas for readings/activities</li> </ul>
3	Weds 2/13	<b>WORKSHOP: be there!</b>	<ul style="list-style-type: none"> <li>● Incorporate peer feedback, revise essay</li> <li>● See Canvas for readings/activities</li> </ul>
4	Mon 2/18	<ul style="list-style-type: none"> <li>● <b>Activity:</b> Reverse outlining, editing strategies, strengthening your voice</li> <li>● <b>Writers Toolbox:</b> Showing vs telling</li> </ul>	<ul style="list-style-type: none"> <li>● Finish up your lit narrative and SOGC</li> </ul>
4	Weds 2/20	<b>DUE IN CLASS: Draft 2 of Literacy Narrative + SOGC (for</b>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>

Week	Date	In-Class	Homework Due Next Class
		grade) <ul style="list-style-type: none"> <li>● <b>Unit 2 Preview Discussion:</b> Watch “The Danger of a Single Story” + writing response</li> </ul>	

## Unit #2: The Power of Another’s Voice: Analysis, Argument, Rhetoric, and Inquiry

Week	Date	In-Class	Homework Due Next Class
5	Mon 2/25	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> Genre, audience, expectations. Social media.</li> <li>● <b>Activity:</b> Photo essay genre analysis, reflection/response</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>
5	Weds 2/27	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> Rhetorical situations and genre—they’re best friends ☺</li> <li>● <b>Activity:</b> Rhetorical situations (this one’s <i>really</i> fun!)</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> <li>● Kendrick Lamar mini-assignment</li> </ul>
6	Mon 3/4	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> The multimodal argument/ Rhetorical “moves” in media. Navigating the triangle. Kendrick Lamar/paragraphs.</li> <li>● <b>Activity:</b> HONY viewing</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>
6	Weds 3/6	<ul style="list-style-type: none"> <li>● <b>Activity:</b> Tracing the exigence</li> <li>● <b>Introduce:</b> Rhetorical Analysis Project</li> <li>● <b>Prewriting:</b> Prompt selection</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> <li>● Write 500 words toward first draft *On Monday, bring 3 copies of your draft to class and 2 printouts of feedback forms.</li> </ul>
7	Mon 3/11	<b>DUE IN CLASS: Draft 1 of Rhetorical Analysis (rough)</b> <ul style="list-style-type: none"> <li>● <b>Activity:</b> Looking “at” versus looking “through”—deepening our analysis</li> <li>● <b>If Time:</b> Skills Toolbox, topic TBA</li> <li>● <b>Activity:</b> Prepare feedback sheets + pass out drafts</li> </ul>	<ul style="list-style-type: none"> <li>● Read your peers’ essays and fill out feedback forms. Take your time! Make helpful comments (specific, constructive, and clear).</li> </ul>
7	Weds 3/13	<b>WORKSHOP: be there!</b>	<ul style="list-style-type: none"> <li>● Incorporate peer feedback and revise your essays</li> <li>● See Canvas for readings/activities</li> </ul>
8	Mon 3/18	<ul style="list-style-type: none"> <li>● <b>Skills Toolbox:</b> topic TBA</li> <li>● <b>Supported Work Day</b></li> </ul>	<ul style="list-style-type: none"> <li>● Finish rhetorical analysis project + SOGC</li> </ul>
8	Weds 3/20	<b>DUE IN CLASS: Draft 2 Rhetorical Analysis Project + SOGC (for grade)</b> <ul style="list-style-type: none"> <li>● <b>Activity:</b> Mid-semester check-in, self-reflection. Unit 3 preview, “Safe and Sound”</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> <li>● Prepare for conferences</li> </ul>
9	Mon 3/25	No class—attend individual conference with Julia (sign up weeks in advance)	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>

Week	Date	In-Class	Homework Due Next Class
			<ul style="list-style-type: none"> <li>● Complete “Writing in your Fields” on Canvas</li> </ul>
9	Weds 3/27	No class—attend individual conference with Julia (sign up weeks in advance)	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>

**Happy Spring Break! No ENGL 1A classes on 4/1 or 4/3.**

### **Unit #3: The Power of Voices in Conversation: Joining the Dialogue via Argument**

Week	Date	In-Class	Homework Due Next Class
10	Mon 4/8	<ul style="list-style-type: none"> <li>● <b>Unit 3 Intro Discussion:</b> Why think of argument as a conversation?</li> <li>● <b>Introduce:</b> Argumentative project</li> <li>● <b>Topic Brainstorm:</b> Finding your angle</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>
10	Weds 4/10	<ul style="list-style-type: none"> <li>● <b>Discussion:</b> What work does an op-ed do in the world?</li> <li>● <b>Small Group Activity:</b> Genre discovery, Op-Ed deep analysis poster activity in small group</li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>
11	Mon 4/15	<p><b>SJSU Student Success Symposium</b> *schedule subject to change at this time—I may ask you to attend symposium in lieu of this class meeting. Stay tuned!</p> <ul style="list-style-type: none"> <li>● <b>Lesson:</b> Effective Argumentation (Premises and Conclusions); Developing paragraphs</li> <li>● <b>Activity:</b> Op-ed prewriting.</li> </ul>	<ul style="list-style-type: none"> <li>● Write first 400 words of U3 project first draft</li> <li>● See Canvas for readings/activities</li> </ul>
11	Weds 4/17	<ul style="list-style-type: none"> <li>● <b>Lesson:</b> Finding examples and evidence. Counterarguments and addressing the other side</li> <li>● <b>Activity:</b> Devil’s advocate</li> </ul>	<ul style="list-style-type: none"> <li>● Finish a complete first draft of op-ed. Bring 3 printouts on Mon.</li> <li>● See Canvas for readings/activities</li> </ul>
12	Mon 4/22	<ul style="list-style-type: none"> <li>● <b>Writers Toolbox:</b> Topic TBA</li> <li>● <b>Pass out drafts and prepare feedback sheets</b></li> </ul>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> <li>● Provide feedback on your peers’ drafts. Mark up the drafts and fill out feedback sheets.</li> </ul>
12	Weds 4/24	<p><b>WORKSHOP: be there!</b></p> <ul style="list-style-type: none"> <li>● <b>After workshop, discuss:</b> Getting your message across. Genre-hopping.</li> </ul>	<ul style="list-style-type: none"> <li>● Revise op-ed (consider peer feedback)</li> <li>● See Canvas for readings/activities</li> </ul>
13	Mon 4/29	<p><b>DUE IN CLASS: Draft 2 Unit 3 project + SOGC (for grade)</b> <b>Activity:</b> TBA</p>	<ul style="list-style-type: none"> <li>● See Canvas for readings/activities</li> </ul>

## Unit #4: The Power of Our *Polished* Voices: Re-visioning Our Work

Week	Date	In-Class	Homework Due Next Class
13	Weds 5/1	<ul style="list-style-type: none"> <li>● <b>Introduce:</b> Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>● Revise projects 1-3 for final draft to be submitted in portfolio</li> </ul>
14	Mon 5/6	<ul style="list-style-type: none"> <li>● <b>Activity:</b> Portfolio work. Revision activities TBD</li> </ul>	<ul style="list-style-type: none"> <li>● Revise projects 1-3 for final draft to be submitted in portfolio</li> </ul>
14	Weds 5/8	<ul style="list-style-type: none"> <li>● <b>Activity:</b> Portfolio work. Revision activities TBD</li> </ul>	<ul style="list-style-type: none"> <li>● Revise projects 1-3 for final draft to be submitted in portfolio</li> </ul>
15	Mon 5/13	Last day of class. Celebration, reflections	<ul style="list-style-type: none"> <li>● Finish final portfolio</li> </ul>
Final Exam	Weds 5/15 9:45-noon	<b>FINAL PORTFOLIO DUE ONLINE (REMOTELY) by 12:00 p.m.</b> *No physical meeting during Final Exam time, but Julia will be available online to clarify student concerns and provide support.	

Dear students: You made it! Please celebrate yourself over summer break. The university is often a confusing, difficult place to navigate, especially when you are also adjusting to life on campus. It's well worth recognizing all of the work that each of you have put into your classes. You each have something important to say in the world, and I hope you'll stay in touch with me as you continue your academic and personal journeys at SJSU. Congratulations!