

San José State University
Department of English and Comparative Literature
English 1A: First Year Writing, Section 38, Fall 2021

Course and Contact Information

Instructor:	Philip Avila
Office Location:	TBA
Email:	Philip.avila@sjsu.edu
Office Hours:	M: 1:00 - 2:00 and M/W 4:00 – 5:00 or by appointment
Class Days/Time:	M/W 2:15 – 3:30
Classroom:	Boccardo Business Center 122
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Description

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

How does the world that we interact with everyday use rhetoric to convey meaning? Our course will explore reading skills, rhetorical sophistication, and writing styles that give form coherence to complex ideas for various audiences through different media platforms. We will examine how media platforms shape the way in which we (the audience) see and understand concepts like: gender, race, sexuality, religion, culture, and class. Students are encouraged to follow any concept they feel comfortable with, or that have piqued their interest, throughout the semester. As a community, our class, will construct our own database of various research material and social influences to examine the discourses of specific media platforms.

Course Format: In Person- Technology Intensive

Our class will meet in person (face to face). This is a technology Intensive Instruction—Instruction that requires intensive use of technology beyond the norm of current classes. Essentially, we will conduct some class activities via computer, so please bring computers to class. All reading will be available on Canvas which will require internet connection to access.

If you are unable to gain access to a computer or tablet, SJSU's Student Computing Services (SCS) lends MacBooks, PC laptops, and iPads to SJSU students. For more information, please visit the following page: <https://library.sjsu.edu/student-computing-services/student-computing-services>

Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. This is also the best way to get it contact with me. You may also email me directly at philip.avila@sjsu.edu

Office hours will be from 1:00 – 2:00 and 4:00 – 5:00 every Monday and Wednesday (with the exceptions of holidays). If you cannot make any of these times, email me or ask me after class about setting up a time that works best for you.

ENGL 1A LEARNING OUTCOMES (GELO)

Upon successful completion of the course, you 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 Texts/Reading

Various Author: *Writing Spaces: Readings on Writing*, vols. 1-3. Parlor Press, multiple dates. These books are open-source textbooks, which means you can download all texts or parts for free at <https://writingspaces.org/node/1706>. If you would like a physical copy, you may purchase the text. I will post links on Canvas, as well.

Other readings There will be reading incorporated throughout the semester in line with our class needs. Most of these will be posted in Canvas; however, students will be responsible for locating other materials (online or through the MLK Library databases) in support of their writing projects.

Rights to Disagree

James Baldwin famously stated, “We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.” This course is situated in a critical genealogy that centers lives and experiences that have often been kept at the margins of society. While we will likely read texts and engage in discussions that will cause discomfort and even disagreement, the line of appropriateness for any comment will be drawn, by the instructor, at the “oppression and denial” of humanity. Accordingly, throughout the course, please act with general respect and openness, feel free to disagree; however, embrace the limits of your own knowledge and ask honest questions, instead of demanding predetermined answers. And feel free to do so of your instructor as well. I promise to treat all student’s experiences of the course with sincerity and respect, while I also want to emphasize that discomfort is a prime locus for learning. Never hesitate to reach out via e-mail with any concerns you might have. Your right to disagree is extended to me as equally as to your fellow classmates.

Rights to Name & Pronoun

Students have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have an opportunity to indicate your preferred name and pronouns, though neither is compulsory. The instructor will address and refer to all students accordingly and will support classmates in doing the same.

Library Liaison

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students [a library resource page for the Department of English and Comparative literature](#). The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

You will find Peggy Cabrera’s contact page by clicking on [this link](#).

Other Available SJSU Resources

Accessible Education Center is online at <http://www.sjsu.edu/aec/> and on Facebook. You can also reach them at 408-924-6000 (voice) or by email at aec-info@sjsu.edu. AEC is the office that handles requests for accommodations (<http://www.sjsu.edu/aec/current-students/accommodation-information/index.html>). Their office is in the Administration Building (110), and they offer a variety of services to facilitate access for students at SJSU:

Deaf and Hard of Hearing Services (<http://www.sjsu.edu/aec/current-students/deaf-and-hardof-hearing-services/index.html>)

Gender Equity Center is online at <http://www.sjsu.edu/genec/> and provides a variety of spaces and services including drop-in social spaces, free condoms, pads, and tampons, a lactation room, as well as events throughout the year. They are located in the Student Union, First Level, Room 1650. You can also reach them at 408-924-6500 or via email at sjsugenec@gmail.com

MOSAIC Cross Cultural Center is online at <http://www.sjsu.edu/mosaic/> and on Facebook. They provide support and services for students from historically underrepresented groups, including educational and leadership opportunities through programming and training, a resource library and database of speakers, funding opportunities, and a space to study or connect. You can find them on the 1st floor of the Student Union Main Building. You can also reach them at 408-924-6255 or via email at mosaic@sjsu.edu

Pride Center is online at <http://www.sjsu.edu/pride/> and provides support on campus to LGBTIQQA students. Their library has a variety of resources, and the space is also available for meeting, studying, or socializing. They are located in the Student Union in the Main Section on the 1st Level.

Student Counseling and Psychological Services is online at <http://www.sjsu.edu/counseling/> and are located in the Student Wellness Center, Third Floor (300B). You can schedule an appointment by calling 408-924-5910 or email them at counseling.services@sjsu.edu. You can also access their after hours crisis service by calling their main number, and pressing 4. If you are experiencing an emergency, you can also reach the police at 911, campus police at 408-924-2222, the County Suicide and Crisis Line at 855-278-4204, or text ANSWER to 839863 to get a response from the Crisis Call Center.

SCPS has also compiled a list of local and community resources including resources for mental health, addiction issues, legal aid, and community and cultural groups, including veterans etc., which you can find at: http://www.sjsu.edu/counseling/students/OffCampus_Assistance/Community_Resources/index.html - alcohol

The Office of Student and Faculty Success is online at <http://www.sjsu.edu/sfs/> and they have a wide range of services to provide support for the campus community, including:

[#FinishIn4](#)
[Project Succeed](#)
[Academic Advising and Retention Services](#)

[CommUniverCity](#)

[E-Campus](#)

[Peer Connections](http://peerconnections.sjsu.edu/) (<http://peerconnections.sjsu.edu/>) offers peer mentoring and tutoring services

Student-Athlete Success

Office of Supported Instruction

TRIO ASPIRE Program

Student Health Center is online at <http://www.sjsu.edu/studenthealth/>. In addition to general medicine, they also have a Wellness and Health Promotion Unit which provides support relating to nutrition, substance abuse, body image, sleep, sexual health, and violence prevention. Appointments can be made online, or you can call them at 408-924-6122.

YWCA Silicon Valley (<https://ywca-sv.org/>) is a community center providing shelter and resources for survivors of domestic violence, sexual assault, and dating violence. Their 24-hour # is: 800-572-2782

SJSU Writing Center Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both “online” one-on-one tutoring and workshops on a variety of writing topics. To make an online appointment or to refer to the Center’s online resources, visit the Writing Center [website](#).

[Other Campus Resources](#)

Course Requirements and Assignments

Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you’ve completed the readings/out-of-class assignments, (2) contributing to class discussions, and (3) completing in-class assignments/activities.

Time Commitment

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9 hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

Assignments

Assignment	Word Count	Points	%
Participation/ Daily Writing / In-Class Work / Reflections	N/A	200	20%
10 Discussion Post	2500 (250 each) 2,3	100 (10 pts each)	10%
Project 1 + process materials	1500	150	15%
Project 2 + process materials	1500	150	15%
Project 3 + process materials	1500	200	20%
Portfolio Reflection	1000	150	15%
Presentations	N/A	50	5%
Total:	8000 words	1000 points	100%

Assignment	Word Count	GELO's Satisfied
Participation/ Daily Writing / In-Class Work / Reflections	N/A	<ul style="list-style-type: none"> • Read actively and rhetorically. • Perform the essential steps in the writing process and demonstrate an awareness of said performance. • Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals. • Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres. • Demonstrate college-level language use, clarity, and grammatical proficiency in writing.
10 Discussion Post	2500 (250 each)	<ul style="list-style-type: none"> • Read actively and rhetorically. • Perform the essential steps in the writing process and demonstrate an awareness of said performance. • Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals. • Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres. • Demonstrate college-level language use, clarity, and grammatical

		proficiency in writing.
Project 1 + process materials	1500	<ul style="list-style-type: none"> • Read actively and rhetorically. • Perform the essential steps in the writing process and demonstrate an awareness of said performance.
Project 2 + process materials	1500	<ul style="list-style-type: none"> • Read actively and rhetorically. • Perform the essential steps in the writing process and demonstrate an awareness of said performance. • Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals. • Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
Project 3 + process materials	1500	<ul style="list-style-type: none"> • Read actively and rhetorically. • Perform the essential steps in the writing process and demonstrate an awareness of said performance. • Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals. • Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres. • Demonstrate college-level language use, clarity, and grammatical proficiency in writing.
Portfolio Reflection	1000	<ul style="list-style-type: none"> • Read actively and rhetorically. • Perform the essential steps in the writing process and demonstrate an awareness of said performance. • Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals. • Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres. • Demonstrate college-level language use, clarity, and grammatical proficiency in writing.
Presentations	N/A	
Total:	8000 words	

Assignment sheets will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing,

multiple modes (written, oral, and possibly aural, digital, visual). There will also be reading assignments and options for group projects.

Assignment Details:

Reading These are a crucial part of the course. All readings are to be done before class and the reader response must be completed before the reading is due.

All readings are listed in the homework section below. You can find a complete listing, in assigned order, on Canvas. Readings are subject to change based on class needs. You will not be required to purchase any additional required readings.

Revising Essays This class aims to improve your mastery of knowledge; therefore, you may revise any essay that you submit (except essay 5). Every essay must include the essay packet along with your revised copy.

Your essay must go beyond fixing the grammar. You must address all issues mentioned throughout your essay and you must express a deep level of understanding of the assignment. I highly recommend that you meet with me before you begin your revision.

Extra Credit There will be an opportunity to score a few extra points. In order to receive full credit on this assignment, you will need to have mastery of the skills that the assignment requires. There will be a limited time frame to do the assignment (ie. The weekend). There will be no late submissions for extra credit assignments. Please do not rely on these assignments to bolster your grade to pass the course.

Discussion Posts You will be given a reading response almost every week. These will allow you to explore various social media platforms to gain an understanding of issues being discussed on them. You will have guiding questions that pertain to your current reading.

Essay Reflection After each essay, we will complete a reflection/letter to the reader. This letter will highlight the key points in your paper along with what you want your reader to know or learn after reading your paper. You will complete a total of four reflections. Each reflection should be at least 100 words.

Essay Inquiry For each essay, there will be a google doc for students to post any questions that they have for the essay. This is an anonymous gradeless forum, so please ask any question or concern you have. While contribution to this doc is not mandatory, please consider this another class resource available to you.

Final Examination or Evaluation In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains

what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Requirements for Late Work: When in doubt, reach out! In order for everyone to get timely feedback, it is imperative that all work be turned in on time—this being true for students as much as for the professor. However, life happens. Late work will not be taken without communication. So, when in doubt, reach out! Communication is key to earning the grade you deserve when life gets in the way. Be in contact, even if you think you will be late. Otherwise, for uncommunicated late work, students will take a 10% penalty per day for up to 5 days, at which point the student will receive a 0 for the assignment.

Course Grading Scale

Course Grades will be calculated using this scale:

A	940-1000 pts.	94%-100%	C+	770-799.9 pts.	77%-79%
A-	900-939.9 pts.	90%-93%	C	700-769.9 pts.	74%-76%
B+	870-899.9 pts.	87%-89%	C-	600-699.9 pts.	60%-73%
B	840-869.9 pts.	84%-86%	D	600-699.9 pts.	60%-69%
B-	800-839.9 pts.	80%-83%	F	0-599.9 pts.	0%-59%

Departmental Grading Scheme

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.

Important Grading Information for GE A2 Courses

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

University Policy

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, dropping and adding, accommodations, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Special Needs or Accommodations

Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor.

If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you’re entitled.

ENGL 1A / First-Year Writing, Fall 2021, Course Schedule

Calendar subject to change with notice

*All readings and assignments can be located on our Canvas Modules

WEEK	DATE	Class Discussion Topics and Assignment Deadlines	HOMEWORK
1	8/23	Intro	<p>*All assigned reading should be completed before the beginning of the following class.</p> <p>Complete Before Class on 8/25:</p> <ul style="list-style-type: none"> • No Homework
1	8/25	<p>What are some strategies to read critically?</p> <p>Distribute Project Prompt 1</p>	<p>Complete Before Class on 8/30:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 1, So You've Got a Writing Assignment. Now What? • Canvas Discussion Post #1
2	8/30	Where do we begin in our writing process?	<p>Complete Before Class on 9/1:</p> <ul style="list-style-type: none"> • Watch Video on Canvas
2	9/1	What is the role of language in the construction of identity?	<p>Complete Before Class on 9/8:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 2, Critical Thinking in College Writing: From the Personal to the Academic • Bring Outline or Rough Draft • Discussion Post #2
3	9/6	No Class on 9/6 Labor Day	<p>Complete Before Class on 9/8:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 2, Critical Thinking in College Writing: From the Personal to the Academic • Bring Outline or Rough Draft • Canvas Discussion Post #2
3	9/8	How does media shape identities and non-identities for communities?	<p>Complete Before Class on 9/13:</p> <ul style="list-style-type: none"> • Read: Willmore, "Pixar's Luca Is a Literal Fish-Out-of-Water Fantasy Intent on Saying Something" • Watch Videos on Canvas • Canvas Discussion Post #3
4	9/13	Normative Vs. Non-Normative Identities	<p>Complete Before Class on 9/15:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 3, How to Write Meaningful Peer Response

			<ul style="list-style-type: none"> • Watch Videos on Canvas
4	9/15	What is intersectionality?	<p>Complete Before Class on 9/20:</p> <ul style="list-style-type: none"> • Work on and Complete First Draft of Project 1 by next class. (Bring 2 Copies to class)
5	9/20	<p>First Draft of Project 1 Due at the Start of Class (Bring 2 copies to class) Peer Review Workshop</p>	<p>Complete Before Class on 9/22:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 1, Reflective Writing and The Revision Process: What Were You Thinking? • Discussion Post #4?
5	9/22	Final Draft Workshop: Revision Strategies	<p>Complete Before Class on 9/27:</p> <ul style="list-style-type: none"> • Work on and Complete Final Draft of Project 1 (Bring Peer Reviewed Draft, Peer Review Notes, and Final Draft)
6	9/27	<p>Final Draft of Project 1 Due at the Start of Class (Bring outline/brainstorm, Peer Reviewed Rough Draft, Peer Review Notes, and Final Draft)</p> <p>-Project 1 Debrief -Project 2 Prompt</p>	<p>Complete Before Class on 9/29:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 1, Backpacks vs Briefcases: Steps Toward Rhetorical Analysis • Complete Assignment on Canvas
6	9/29	Understanding Rhetorical Appeals	<p>Complete Before Class on 10/4:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 2, Murder! (Rhetorically Speaking) • Canvas Discussion Post #5
7	10/4	Rhetorical Appeals in Media	<p>Complete Before Class on 10/6:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 3, Grammar, Rhetoric, and Style • Complete Assignment on Canvas
7	10/6	Putting it all together: How do audience, language, and intent shape an argument?	<p>Complete Before Class on 10/11:</p> <ul style="list-style-type: none"> • Work on and Complete Rough Draft of Project 2 (Bring 2 copies to class)
8	10/11	First Draft of Project 2 Due at the Start of Class	<p>Complete Before Class on 10/13:</p> <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 2, The Sixth

		(Bring 2 copies to class) Peer Review Workshop	Paragraph: A Re-vision of The Essay <ul style="list-style-type: none"> • Canvas Discussion Post #6
8	10/13	Final Draft Workshop	Complete Before Class on 10/18: <ul style="list-style-type: none"> • Work on and Complete Final Draft of Project 2 (Bring Peer Reviewed Draft, Peer Review Notes, and Final Draft)
9	10/18	Final Draft of Project 2 Due at the Start of Class (Peer Reviewed Rough Draft, Peer Review Notes, and Final Draft) -Project 2 Debrief -Project 3 Prompt	Complete Before Class on 10/20: <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 3, An Introduction to and Strategies for Multimodal Composing
9	10/20	Intro to Research: Thinking Beyond Google	Complete Before Class on 10/25: <ul style="list-style-type: none"> • Read: Writing Spaces, vol. 3, Exigency: What Makes My Message Indispensable to My Reader • Canvas Discussion Post #7 (Proposal)
10	10/25	What Are Credible Sources?	Complete Before Class on 10/27: <ul style="list-style-type: none"> • Work on Obtaining Sources
10	10/27	Research: Narrowing Sources	Complete Before Class on 11/1: <ul style="list-style-type: none"> • Work on Obtaining Sources • Canvas Discussion Post #8 (Outline)
11	11/1	Research: Narrowing Sources	Complete Before Class on 11/3: <ul style="list-style-type: none"> • Work on Project 3
11	11/3	Workshop: Rough Draft	Complete Before Class on 11/8: <ul style="list-style-type: none"> • Work on and complete Project 3 (Bring 2 copies of your First Draft of Project 3 to class)
12	11/8	DUE: First Draft of Project 3 (Bring 2 copies to class)	Complete Before Class on 11/10: <ul style="list-style-type: none"> • Work on Project 3 Revisions • Canvas Discussion Post #9
12	11/10	Workshop: Project 3	Complete Before Class on 11/15: <ul style="list-style-type: none"> • Work on and Complete Final Draft of Project 2 (Bring Peer Reviewed Draft,

			Peer Review Notes, and Final Draft)
13	11/15	Final Draft of Project 3 Due at the Start of Class (Peer Reviewed Rough Draft, Peer Review Notes, and Final Draft)	Complete Before Class on 11/17: <ul style="list-style-type: none"> • Work on Portfolio Assignment
13	11/17	Let's Talk Presentations	Complete Before Class on 11/22: <ul style="list-style-type: none"> • Bring First Draft of Portfolio Assignment • Canvas Discussion Post #10
14	11/22	First Draft of Portfolio Assignment Due -Peer Review	Complete Before Class on 11/29 (After Thanksgiving): <ul style="list-style-type: none"> • Work on and Complete Presentations Half the class will present on 11/29 the other half will present on 12/1.
14	11/24	No Class: Thanksgiving Break	
15	11/29	First of Presentations Due	Complete Before Class on 12/1: <ul style="list-style-type: none"> • Continue to work on E-portfolios and Letter
15	12/1	Second Half of Presentations Due	Complete Before Class on 12/6: <ul style="list-style-type: none"> • Continue to work on E-portfolios
16	12/6	Workshop: E-Portfolios	Complete Before Class on 12/9: <ul style="list-style-type: none"> • Complete E-Portfolio and Letter
16	12/9	E-Portfolio and Letter Due at 12:15 – 2:30	