

First Year Writing

ENGL 1A

Fall 2025 Sections 02, 03, 04, 07, 09, 11, 12, 20, 25, 46, 72, 74, 81, 85 In Person 3 Unit(s)
08/20/2025 to 12/08/2025 Modified 08/20/2025

Welcome to ENGL 1A Section 02!

Class time: MW, 10:30-11:45 AM

Class location: Sweeney Hall 414

Instructor: Taylor Hooten

Email: taylor.hooten@sjsu.edu

Office: FOB 116

Office hours: Mondays and Wednesdays, 9:00-10:00 AM

Course Information

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A 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.

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.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Course Description and Requisites

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. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

* Classroom Protocols

Attendance and Participation

While I don't *technically* grade on attendance, I do grade participation. Are you attending regularly and participating in discussions/activities? Are you answering questions and engaging with the assigned readings? We'll be doing things in class every day that require interaction and discussion with your fellow peers, so just showing up and being present is important! Basically... *pretty please come to class.*

But also, don't attend if you're sick/contagious. I'm a professional germaphobe so please re-read that! If you need to be out for an extended period due to illness, family emergency, injury, etc., email me so I can accommodate you. Let's work together to make this a class that everyone is comfortable attending!

Late Work

If absent, you can make up *most* missed assignments by communicating with me your plan to catch up. This also applies to absences you know of in advance. See the "Grading" section below for how late work affects your overall grade. Please note that I will not accept *any* late assignments after our last day of class (December 8th) as faculty grades are due soon after and I'll need time for grading, reviewing portfolios, etc. Fun stuff!

Technology

We live in an increasingly digital world and, as such, we'll be using technology during class. You'll need access to technology outside of class as well. Please make sure you bring some sort of smart device (laptop, tablet, etc.) to utilize during our time together. For this course you will always submit essays, reflections, etc. through Canvas. I don't accept hard copies of essays because I don't want to carry around or keep up with stacks of papers. If you don't have access to a computer, please see the technology desk at the library.

Although we'll be using technology often, please don't abuse my relatively lax policy on it by scrolling through Reddit, reading fanfiction, watching YouTube shorts, swiping on Tinder, etc... It's important that we're all present to have engaging discussions, and using technology for things like this during class will distract from that. Should technology become too distracting during class, we may need to revisit this policy. If you need to take a call, please step out of the classroom to do so out of respect for your peers and myself.

AI/Plagiarism

The university's current stance on the use of AI is as follows: "Submitting AI-generated work is categorically a violation of SJSU's academic integrity policy, which includes a definition of plagiarism as 'the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.'"

However, we *will* be working with AI in this class. Specifically, we will be using generative AI (yes, like ChatGPT) and learning how to use it ethically (can it be used ethically??), investigating its role (or lack thereof) in academia, etc. But you will have advance notice of these assignments. **It will be clear in the assignment instructions if you may use AI.**

My general rule of thumb is that if you must ask yourself "am I plagiarizing by using AI?" or "is this plagiarism?" you probably shouldn't do it. But please contact me or come to my office hours if you need help understanding plagiarism or are ever unsure if something is or isn't considered plagiarism.

Food

I don't mind if you have snacks during class. I love snacks. Totally understandable! I just ask that you don't order food to the classroom or bring in full meals (unless you bring enough for everyone). But snacks are fine if you are considerate and clean up after yourself. If you leave behind crumbs and wrappers, we'll revisit this policy.

Respect

You must treat your peers and myself with respect. We *cannot* have engaging or meaningful discussions that include hateful language, intentionally combative, offensive, or derogatory comments, or any otherwise disrespectful behavior. Disrespect will not be tolerated and I reserve the right to remove anyone from the classroom that makes the space feel dangerous or unwelcoming. Treat others with kindness both outside of and during class discussions. [This policy extends to Canvas discussion boards.](#) We can all learn from each other if we keep the classroom a safe and welcoming environment to share our opinions respectfully. Just be nice!

Communication Outside of Class

As a graduate student myself, I understand the need to reach professors outside of class time. If you need to contact me outside of my office hours, email is the quickest way to reach me. During the week I will respond to your email within 24 hours (though usually quicker). I will respond to you within 48 hours over the weekend. If your message is urgent, please make that clear in the subject line. Allow me the allotted 24 or 48 hours before sending additional emails asking if I got your first one. Please be patient with me as I'm also learning!

Extra Feedback

I am happy to look over your project drafts before the deadline if you need extra help, feedback, advice, direction, etc. I can also help you brainstorm topic ideas for your essays. This can be done during office hours or by emailing me to schedule an appointment outside of my office hours.

Office Hours

I will hold in-person office hours before class on Mondays and Wednesdays from 9-10 AM. If you'd rather meet on Zoom, please email me so I can send you a link. Note that I'm only available for in-person meetings on Mondays and Wednesdays but am happy to meet with you via Zoom outside of my regular office hours. You need to attend office hours (or set up an appointment with me) at least once during the semester to receive a grade of B- or higher.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs):

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

You will be required to bring a blank journal, notebook, or composition book to class each time we meet. This is your commonplace book (more on that below). Your book can be as plain or embellished as you'd like! It could be a colorful journal with an inspirational quote on the cover or a blank composition book from Dollar Tree. It doesn't matter, just make sure there's no writing in it yet as we will keep the contents related to our course!

You are not required to purchase a textbook for this class. Instead, I'll be uploading PDFs to Canvas for you to read and download. *Bad Ideas About Writing*, for example, is a collection that we'll often be reading from. You can access this open-source resource online for free and I will include a PDF on our Canvas page. We will also have other assigned readings, which I will always publish on Canvas or provide a link to.

Course Requirements and Assignments

Reading Reflections

Each week you will respond to that week's assigned readings through a Canvas discussion board. The details on assigned readings can be found in the discussion board on Canvas in each week's module. Aside from your commonplace books, this is where you'll practice reflective writing. The goal of these reflections is not only to prove that you read the texts, but to encourage you to engage with them *beyond* just reading. Reflecting on what you've read will better prepare you to come to class with questions, concerns, and thoughts about the readings.

I'll ask you each week to (in 150 words or more) describe something from the assigned readings that you got value out of, that inspired you, that confused you, etc. I'm looking for you to show me that you can take a text that may not always interest you and put yourself in conversation with it. How does the reading connect to your life, writing journey, relationship to education, etc.? What did you learn or think about?

Commonplace Books

Commonplace books are a catch-all space for you to jot down thoughts, questions, quotes from the readings, drawings, reflections, etc. Many philosophers, scientists, and even well-known literary figures kept commonplace books. There's no true system to keeping a commonplace book, and I fear that putting a strict system in place will take away from your experience. It should be, as librarian Robert Darnton puts it, "a book of your own, one stamped with your personality." By the end of the semester (and hopefully beyond) you can return to your commonplace book and reflect on what you were thinking, learning, and writing about. I hope it will inspire you!

There will be regular opportunities during the semester for commonplace book checks. You'll have the opportunity to present a few pages from your book to your classmates and myself at the beginning of some of our classes. This will *only* happen during class time. I will devote about 20-30 minutes on

these days to give everyone time to share and present their pages. See the “Grading” section below for how these checks affect your grade. You should always bring your commonplace book to class, even if we are not presenting that day.

Here are some ideas to get you started on what you can include in your commonplace book. You could:

- Keep a running list of new vocabulary or writing strategies that you learn throughout the course
- Jot down quotes from the readings that inspire you or that you want to remember
- Free write
- Track your progress towards the grade you want (“to get a B I need to do...”)
- Brainstorm ideas for essays or projects
- Connect what you’re learning in our class to your personal goals, passions, etc.
- Paste/scrapbook things related to the course, our texts, your writing journey, etc.

As you can see, you’ve got a lot of freedom with this assignment. But there are a few limitations. Your commonplace book must not:

- Contain inappropriate imagery/drawings. Do *not* draw or write anything inappropriate or sexually explicit.
- Contain anything AI-generated. The purpose of this assignment is to see *your* thoughts!
- Contain derogatory or otherwise disrespectful comments/threats to your peers, yourself, or myself.
- Be unrelated to this course, your writing journey, our readings, assignments, discussions etc.

Violating these rules will result in an automatic 0 for the assignment. If you have concerns/questions about something you would like to put in your book, please chat with me *before* putting it in your book. Faculty are mandated reporters, so please be mindful what you write about.

POP (Proof of Participation)

POP activities are short n’ sweet questions that aim to generate discussion at the beginning of each class period. This is essentially just a formal way for me to ask you an “icebreaker” that you then receive credit for. There is no “right” or “wrong” answer. You are not graded on your answer, but on the fact that you answered and participated. On days that we have commonplace book checks we will not have a POP.

Peer Reviews

During class before a final draft of a project is due, we’ll dedicate some class time to a peer review activity. Peer reviewing not only gives you a chance to give and receive feedback from your peers before your draft is due, but it also exposes you to different approaches to the assignment and to writing that is not your own. We will cover peer review best practices in class. See the “Grading” section below for how these activities factor into your grade.

Project One: Argumentative Essay

What are you passionate about? What makes you angry? What do you wish you could change about the world or society we live in? For this project you will write an essay (both a rough and final draft) arguing your stance on a contemporary issue. Your goal is not necessarily to persuade me, but to prove that you can sustain a valid argument through your writing. I don't care what you choose to write about or what stance you take, only that you take a stance and argue it. You'll learn about argumentative writing through in-class discussions and supplemental assigned readings. If you are unsure whether your topic is appropriate, email me or stop by my office. More details and assignment guidelines/rubric will be provided closer to assignment deadline. 1000 words per draft.

Project Two: Rhetorical Analysis Essay

What tactics do writers, influencers, politicians, and newscasters alike use to control or manipulate the way you think and act? What is the media saying to you without even explicitly "saying" it? How can you use some of these rhetorical tactics to your own advantage? For this project, you will write a rhetorical analysis essay (both a rough and final draft) that centers on the audience, context, rhetorical tactics, etc. of a piece of pop culture media. This could be an award speech from an Oscar winner, an advertisement from a prominent brand, an influencer promoting a product in a TikTok, a campaign speech from a politician, etc. Keep it school-appropriate, but feel free to be creative. You will learn about rhetorical strategies through in-class discussions and supplemental assigned readings. If you are unsure whether your topic is appropriate, email me or stop by my office. More details and assignment guidelines/rubric will be provided closer to assignment deadline. 1000 words per draft.

Project Three: Research Essay

Now that you have learned how to choose your stance and articulately argue it, as well as how to use rhetoric to your advantage, you will learn how to locate and cite credible sources to produce an even stronger argument. Through in-class discussions, activities and assigned supplemental readings, you will locate at least **four** credible sources for your research essay. Again, the topic is generally up to you, but this time your essay must discuss a contemporary issue in the realm of education. (Examples: standardized testing, funding and scholarships, student housing, meal plans, AI, plagiarism, etc.). We will be using MLA format for this project. If you are unsure whether your topic is appropriate, email me or stop by my office. More details and assignment guidelines/rubric will be provided closer to assignment deadline. 2000 words per draft.

Final Portfolio/Reflection

SJSU requires that all students in ENGL 1A complete a culminating experience. This includes a portfolio of your work from the semester and a reflection essay of 500 words. Later in the semester you will be added to a separate Canvas course to submit your portfolio and reflections, detailing your experience and what you learned in our section of ENGL 1A. The last of the semester will focus on the final portfolio. We will cover this in class in greater detail closer to the deadline. We will not take a final exam.

✓ Grading Information

Breakdown

Below is a table of the major assignments (as detailed above) and which learning outcomes (GELOs) they prepare you for. This will be helpful for you to reference come time for your final portfolio, as you will be expected to write a reflection essay over a specific GELO and its role in the assignments you complete in this class.

Assignment	GELOs
Weekly Reflections (x16)	2-5
Participation (incl. peer reviews, POPs, in-class discussions and activities)	1,2,4
Argumentative Essay (incl. process work)	1-2,5
Rhetorical Analysis Essay (incl. process work)	1-3,5
Research Essay (incl. process work)	2-3,5
Commonplace book checks	4
Final Portfolio	1-3,5

Criteria

These grading contracts are tentative, and we may need to revisit them. I want to be as transparent as possible about how you'll be graded. This course is focused more on the process of writing rather than the product. As such, most of the grading relies solely on you completing assignments at a high level of effort and turning them in on time. If you show up to class reliably and turn in your work, you're likely to do well in this course.

For anything above a C, you can earn a higher grade based on the quality of the work you turn in. If you meet all the requirements to earn an A and I deem the work you turn in to be of high quality, you can earn an A+. Similarly, if you meet all the requirements for a B but I deem the quality of the work you turn in to be of high quality, you can earn a B+ instead.

On the other hand, if you meet the requirements for an A but not at what I deem to be a high level of quality, you will earn an A- instead of an A. Similarly, if you meet the requirements for a B but not at what I deem to be a high level of quality, you will earn a B- instead of a B. If you meet the requirements for a C but not at a high-quality level, you will earn a C-.

You are generally guaranteed an A in this course if you:

- Submit each project rough and final draft **by the due date*** and meet rubric requirements
- Complete 13 or more reading reflection discussion boards **by the due date***
- Participate in at least 4 commonplace book checks
- Participate in all peer review activities
- Attend office hours (or set up an appointment with me) at least once
- Participate in (and/or submit work from) at least 90% of POPs, in-class activities, discussions, etc.
- Submit your final portfolio at a high level of quality/effort

* Unless you make prior arrangements with me or have an extenuating circumstance that you communicate with me about!

You are generally guaranteed a B in this course if you:

- Submit each project rough and final draft **no more than 1 week late*** and meet rubric requirements
- Complete 12 or more reading reflection discussion boards **by the due date***
- Participate in at least 3 commonplace book checks
- Participate in at least 3 peer review activities
- Attend office hours (or set up an appointment with me) at least once
- Participate in (and/or submit work from) at least 85% of POPs, in-class activities, discussions, etc.
- Submit your final portfolio at a high level of quality/effort

* Unless you make prior arrangements with me or have an extenuating circumstance that you communicate with me about!

You are generally guaranteed a C in this course if you:

- Submit each project rough and final draft **by December 8th** and meet rubric requirements
- Complete 10 or more reading reflection discussion boards **by the due date***
- Participate in at least 2 commonplace book checks
- Participate in at least 2 peer review activities
- Participate in (and/or submit work from) at least 75% of POPs, in-class activities, discussions, etc.
- Submit your final portfolio

* Unless you make prior arrangements with me or have an extenuating circumstance that you communicate with me about!

Please note that you need a grade of C- or higher to receive GE credit for this course.

As an instructor I commit to:

- Responding to student emails in a timely manner (within 24 hours during the week and 48 over the weekend)
- Providing substantive and constructive feedback on all assignments that require revision and (upon student request) on assignments that do not require revision
- Providing clear criteria and instructions for each assignment
- Engaging with student work and in-class discussions/activities with appropriate attention and timeliness
- Having availability (within reason) to meet with students who cannot attend scheduled office hours
- Selecting readings and materials that are relevant to helping students achieve course learning outcomes

University Policies

Per [University Policy S16-9 \(PDF\)](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, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Please note that our course schedule is subject to change, and we may need to revisit certain due dates.

Units are broken up into these major projects:

Unit 1 = Argumentative Essay

Unit 2 = Rhetorical Analysis Essay

Unit 3 = Research Essay

Unit 4 = Portfolio/Reflection

Reading Abbreviations:

BIAW = *Bad Ideas About Writing*

TSIS = *They Say / I Say*

Date	Unit/Week of Semester	Topics, Due Dates, Weekly Reading Assignments
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<p>8/20 Wed</p>	<p>Unit 1/Week 1: Introductions</p>	<p>During class: Syllabus, Canvas, commonplace books, etc!</p> <p>Assigned readings: "Some People are Just Born Good Writers" (BIAW) and "Reading Games" (PDF)</p> <p>8/24: Welcome Survey and Reflection 1 due @ 11:59PM</p>
<p>8/25 Mon</p>	<p>Unit 1/Week 2: Why Writing Matters</p>	<p>During class: What makes writing "good" or "bad"? & group email writing activity</p> <p>Assigned readings: "You Can Learn to Write in General" (BIAW) and "America is Facing a Literacy Crisis" (BIAW)</p>
<p>8/27 Wed</p>	<p> </p>	<p>During class: ChatGPT group activity</p> <p>8/31: Reflection 2 due @ 11:59 PM</p>
<p>9/1 Mon</p>	<p>Unit 1/Week 3: Finding Your Unique Voice</p>	<p>NO CLASS - Labor Day</p> <p>Assigned readings: "Introduction" (TSIS) and "You Mean I Can Just Say It That Way?" (TSIS)</p>
<p>9/3 Wed</p>	<p> </p>	<p>Digital Literacy Workshop @ Student Union Ballroom (class meets here!)</p> <p>9/7: Reflection 3 due @ 11:59 PM</p>

<p>9/8 Mon</p>	<p>Unit 1/Week 4: Fallacies & Developing an Argument</p>	<p>During class: Introducing the fallacies in the digital/modern age (how you're being influenced daily!)</p> <p>Assigned readings: "They Say" (TSIS) and "Her Point Is" (TSIS)</p>
<p>9/10 Wed</p>	<p> </p>	<p>During class: Fallacies of argument bingo (prizes!)</p> <p>9/12: Project 1 rough draft due @ 11:59 PM</p> <p>9/14: Reflection 4 due @ 11:59 PM</p>
<p>9/15 Mon</p>	<p>Unit 1/Week 5: Counterarguments & Support</p>	<p>During class: Commonplace book checks and "writing to sound like yourself" activity</p> <p>Assigned readings: "There is One Correct Way of Writing and Speaking" (BIAW) and "As He Himself Puts It" (TSIS)</p>
<p>9/17 Wed</p>	<p> </p>	<p>During class: Peer review ("the peer review interview")</p> <p>9/21: Reflection 5 due @ 11:59 PM</p>
<p>9/22 Mon</p>	<p>Unit 1/Week 6: Revision & Clarity</p>	<p>During class: "Re - Vision," what revision really means & why it matters (mini peer review groups)</p> <p>Assigned reading: "Strong Writing and Writers Don't Need Revision" (BIAW)</p>

9/24 Wed		<p>During class: Writing Day! (make sure to bring laptop/printed copy of your draft)</p> <p>9/26: Project 1 final draft due @ 11:59 PM</p> <p>9/28: Reflection 6 due @ 11:59 PM</p>
9/29 Mon	Unit 2/Week 7: Introduction to Rhetoric	<p>During class: Introduction to rhetoric and Aristotle's 28 points, history of rhetoric</p> <p>Assigned readings: "Rhetoric is Synonymous with Empty Speech" (BIAW) and "Yes / No / Okay, But" (TSIS)</p>
10/1 Wed		<p>During class: Rhetorical tactics Kahoot! (prizes!)</p> <p>10/5: Reflection 7 due @ 11:59 PM</p>
10/6 Mon	Unit 2/Week 8: The Rhetoric of Digital Apologies	<p>During class: YouTuber apologies... yikes!</p> <p>Assigned readings: "And Yet" (TSIS) and "Skeptics May Object" (TSIS)</p>
10/8 Wed		<p>During class: Notes app apologies (oof)</p> <p>10/10: Project 2 rough draft due @ 11:59 PM</p> <p>10/12: Reflection 8 due @ 11:59 PM</p>

10/13 Mon	Unit 2/Week 9: What's Genre Got to Do With it?	<p>During class: Commonplace book checks and Heads Up! Genre game</p> <p>Assigned readings: "English Sentence Patterns" (link on Canvas) and "The Five-Paragraph Essay is Rhetorically Sound" (BIAW)</p>
10/15 Wed		<p>During class: Peer review ("revision rainbow") & sentence patterns handout</p> <p>10/19: Reflection 9 due @ 11:59 PM</p>
10/20 Mon	Unit 2/Week 10: The Rhetoric of "Influencers"	<p>During class: Rhetorical analysis of commercials/ads</p> <p>Assigned reading: "So What? Who Cares?" (TSIS)</p>
10/22 Wed		<p>During class: Rhetorical analysis of influencer sponsorships & subtle ways we're influenced by media</p> <p>10/24: Project 2 final draft due @ 11:59 PM</p> <p>10/26: Reflection 10 due @ 11:59 PM</p>
10/27 Mon	Unit 3/Week 11: What Makes Sources "Credible?"	<p>During class: Introduction to finding sources, using databases, the library, etc</p> <p>Assigned reading: "Annoying Ways People Use Sources" (PDF)</p>

10/29 Wed		<p>During class: Hoax website activity (can you spot the non-credible source?)</p> <p>11/2: Reflection 11 due @ 11:59 PM</p>
11/3 Mon	Unit 3/Week 12: Using Sources in Your Writing	<p>During class: Revising annoying source use (group activity)</p> <p>Assigned readings: "Thesis Info" (Canvas link) and "MLA Formatting" (Canvas link)</p>
11/5 Wed		<p>During class: Citation workshop and MLA Kahoot! (prizes!)</p> <p>11/7: Project 3 rough draft due @ 11:59 PM</p> <p>11/9: Reflection 12 due @ 11:59 PM</p>
11/10 Mon	Unit 3/Week 13: The Gift of a Source	<p>During class: Survey says! "Coding" primary data group activity</p> <p>Assigned readings: "As a Result" (TSIS) and "But Don't Get Me Wrong" (TSIS)</p>
11/12 Wed		<p>During class: Commonplace book checks and peer review (gift of a source activity)</p> <p>11//16: Reflection 13 due @ 11:59 PM</p>
11/17 Mon	Unit 3/Week 14: Revising Your Research	<p>During class: Writing Day! (make sure to bring your laptop/printed copy of your draft)</p> <p>Assigned reading: "He Contends" (TSIS)</p>

<p>11/19 Wed</p>	<p> </p>	<p>During class: Paper revision (revision dice activity)</p> <p>11/21: Project 3 final draft due @ 11:59 PM</p> <p>11/23: Reflection 14 due @ 11:59 PM</p>
<p>11/24 Mon</p>	<p>Unit 4/Week 15: Introducing the Portfolio</p>	<p>During class: Going over portfolio, reflection, what to expect, etc.! What did you learn? GELOs and such.</p> <p>Assigned readings: None</p>
<p>11/26 Wed</p>	<p> </p>	<p>NO CLASS - Thanksgiving Break</p> <p>11/30: Reflection 15 due @ 11:59 PM</p>
<p>12/1 Mon</p>	<p>Unit 4/Week 16: The One Where the Semester Ends</p>	<p>During class: End of semester survey and wrapping things up</p> <p>Assigned readings: None</p>
<p>12/3 Wed</p>	<p> </p>	<p>During class: Portfolio workshop</p> <p>12/5: 500-word reflection due (rough draft of portfolio reflection) @ 11:59 PM</p> <p>12/7: Reflection 16 due @ 11:59 PM</p>

12/8 Mon	Unit 4/Week 17: The End (for real this time!)	During class: Last day of class. Final commonplace book checks. Party! 12/15: Final Portfolio due BY 12:45 PM
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