

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 87, Fall / 2019**

**Course and Contact Information**

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<b>Office Hours:</b>	MW 1030am-1130am
<b>Class Days/Time:</b>	MW 3pm-415pm
<b>Classroom:</b>	Clark Building, Room 316
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**What Will We Do in English 1A?**

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 and rhetorical situations.

But what *is* a rhetorical situation? Every day, with or without realizing it, you participate in a series of rhetorical exchanges. Perhaps a friend is trying to persuade you to go for a pizza whilst your mom has been pressing for the health benefits of eating vegetables. When you turn on the TV perhaps Bill Maher has been trying to entice you into laughing at Fox News or perhaps Apple have convinced you the iPhone one million is so great that it's time up upgrade?

In all of these scenarios rhetorical strategies are being used to encourage *you* to see things a certain way. In this class we are going to use and develop our **critical** reading and writing skills to better understand these strategies and how they work. We will **analyze** a range of texts (from essays to audio-visual texts) which will focus, to start with, on **education**; an area in which you have considerable experience and expertise already. We will consider: how education shapes us, how history and issues of identity impact our experience of education, why we're at college, who should pay for it, what should we be doing outside the classroom to educate ourselves and what does the growth of the 'University of Everywhere' mean for the future of institutions like SJSU? This theme will likely segue into other directions, depending on what we discover and what we wish to explore further – technology, race and representation, and the criminal justice system may well figure in our readings as we progress through the semester.

As we read we will assess how the rhetorical tactics the authors use work and how effective they are. As we try to understand how these authors use **language** to persuade an **audience** to agree with them we will also look at where these texts sit within a wider context – who are the authors responding to, who are they challenging, who do they agree with? This process of mapping where the text stands in relation to other opinions involves an open and inquiring approach to research, which will, in turn, prepare **you**, to enter into the conversation. Armed with a greater knowledge of the **context** of the debate and

informed via a rigorous research process you will be able to use your own selection of rhetorical tools and tactics to present, to **advocate**, for *your* opinion. So whilst we will be looking at how others exercise influence over us through their words what I'm most interested in is what YOU think, the process that has helped you arrive at this position and how you will, through your writing, convince us to see things from your perspective.

### What will you learn in English 1A?

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

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) 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.

### What Books Will I Need?

***They Say, I Say* by Birkenstein and Graff**  
4<sup>th</sup> edition

ISBN-13: 978-0393631678

ISBN-10: 0393631672

***Little Seagull* by Richard Bullock**

ISBN-13: 978-0393602647

ISBN-10: 9780393602647

Available at San Jose Spartan Bookstore.

### Other Readings

Additional readings can be found on Canvas.

### What Else Will I Need for Class?

- You will largely work with pen and paper in this class; please make sure you have a journal/exercise book that you bring to every class meeting. You will use this journal for taking notes in class, for writing exercises, essay sketches and for sentence work. Please make sure you can pull pages out if I want to collect them.
- Obviously, pens/pencils and highlighters will also be needed.
- Please make sure you have a folder in which to keep your work, in particular annotated readings (we will be producing a number of these). If at any point you would like to discuss your progress with me, bring this folder to our meeting.
- You will usually not need to bring in your textbook, but I will give you warning if you do.
- You will need regular Internet and email access.
- You will need to have the ability to print copies of essays for me and for workshop and to print readings when required.
- A pack of index cards.

### How Will We Stay in Touch During the Course?

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.

## What Kind of Assignments Will We Do in English 1A?

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. I will not assign more work than this, but please bear in mind that we all work differently; some students may need more support from the writing center, or take more time to read assignments. However, if you are struggling with the assigned workload please come and see me to discuss strategies to address this.

One of our central themes in this class will be education. The following assignments will give you an overview of what we will be doing. However, these may be subject to amendment in their detail depending on how we move through the course. The diagnostic essay and informal assignments will take place in class; all other assignments will be completed outside of class.

### **Diagnostic essay to be completed in class.**

This will be my chance to evaluate you at the start of the course. You will write a letter home about some aspect of life at SJSU, urging your audience to engage with this issue. You will then at the end of the course be asked to review this initial assignment and produce a revision and reflection on this – after this you will receive a grade for this assignment.

### **Personal Essay**

This essay will be addressed to me, and will be a reflection on a particular aspect of your educational history, contrasted with one of several readings reflecting on the same theme. You will produce at least two drafts of this essay (submitted work must include process materials – notes, workshop, etc.).

### **Rhetorical analysis**

You will pitch a proposal for a new ad campaign for SJSU, addressed to SJSU's President/Deans and marketing department, explaining the rhetorical appeals the ad will be making. You must reference at least two other ad campaigns for other higher ed. institutions for which you have completed a rhetorical analysis. You will produce at least two drafts of this essay (submitted work must include process materials such as notes, workshop, etc.).

### **Collaborative Presentation (multi-media)**

Re-design an SJSU building/space. You will work as a group to research the campus, analyzing its space and design, interviewing subjects about the utility of particular buildings. Then you will formulate a new design for a building or an outside space, making an argument to us, the users of this space, that your choices will be of benefit to us and SJSU.

### **Persuasive Writing**

In this article, for a public audience (the NYT blog), you will advocate for some kind of urgent reform to some aspect of higher education; the essay should make effective use of rhetorical tools and research/evidence with which you support your claims (making use of peer reviewed articles). You will produce at least two drafts of this essay (submitted work must include process materials – notes, workshop, etc.).

### **Informal Writing Assignments**

There will be regular, short writing assignments related to our readings in every class; these will be opportunities to practice the rhetorical moves you are mastering and to refine your sentences.

### **Canvas Discussions**

You will be asked to post/contribute to Canvas discussions each week. These are to be submitted to the board by midnight Sunday night before class. These will be varied; you might be asked to share some writing, to comment on the work of others, or take part in an online conversation about a reading. Please enter posts in the text box (not attachments). **Late posts are not awarded points.**

### **In-Class Participation**

This component is for ACTIVE participation. There is more below regarding what constitutes active in-class participation; suffice to say that this is an essential component of your final grade and can make the difference between receiving a C+ and a B- at the end of the course.

### **Final portfolio**

At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course including a final reflection which you will write in class and in which you will explore what you have learned.

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Diagnostic Essay and Reflection	1000	2, 3, 5
Personal Essay	1000	1, 2, 3, 4, 5
Rhetorical Analysis	1000	1, 2, 3,4, 5
Collaborative Presentation	1000	2, 3, 5
Persuasive Writing NYT Blog	1000	1, 2, 3, 4, 5
Informal Writing Assignments	2000 overall	1, 2
Final Department Assessment	1000	1
Canvas Discussions and Active In-Class participation	1000	1, 2

### Grading Policy

Feedback on your work is intended to help you apply lessons from class as you complete assignments, and to transfer lessons learned from one assignment to the next. Throughout this class you will get rigorous feedback from me and your peers and you will be expected to do the same as a participant of this learning community. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

My hope is that together we find a way to use this tool as a way of focusing our attention on your development as a writer and the centrality of the **writing process**. Developing an effective writing process (focused on reading and writing) is the most important thing for you to do in order to become an effective writer in the long-term. An effective writer is the writer who writes with a sense of purpose and an understanding of the tools they want to use to achieve that purpose. This writer may reach for more than what they are yet capable of, but when they fail to attain their vision, they learn something for the next attempt. This writer's learning and development is a continuous and ongoing process; it does not end with a grade. While the table below outlines the assignments and how they are weighted, we will focus intensely on process in a bid to honor the values that, I feel, really matter in your development as a writer: your engagement, your commitment, your perseverance as a writer, and your respect for and participation in our learning community.

### Feedback for Individual Assignments

For each assignment I will give you a scoring sheet so you have a clear understanding of how and why the work is being evaluated. As said earlier, much of our focus will be on how to improve your writing process. This means you may be asked to complete reflections and/or cover sheets which ask you to reflect on your learning, so that both of us can evaluate the effectiveness of your writing process. These mini-reflections will also help to prepare you for the final reflection essay.

The point breakdown for the class is as follows:

Assignment	Points Possible	As %
In-class Diagnostic Essay	30	3
Personal Essay	200	20

Assignment	Points Possible	As %
Rhetoric and Analysis	200	20
Persuasive Writing	200	20
Collaborative Assignment	100	10
Short informal assignments	20	2
Canvas Discussions	100	10
Active In-class participation	50	5
Final Reflection and Assessment	100	10
<b>Total points</b>	<b>1000</b>	<b>100%</b>

### Grading Scale:

#### As Points:

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

#### As Percentages:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%

### To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A.

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.

If you do not understand the reason you received a specific grade, please ask for clarification *at least 24 hours after receiving it, and at most one week after.*

**Attendance:** According to [University Policy F-69-24](#), attendance is not a criterion for grading *and* states that "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.”

**Active Participation in Class Discussions:** This accounts for 5% of your final grade. There are more details below on this and how active participation will be measured, but it goes without saying that if you do not attend class, you are unlikely to earn points for active participation. Please do understand that this will impact your grade. Given also that essential preparatory work for your assignments is done in class and because assignments all build on one another, not participating in our community will likely affect grades on both individual assignments and your overall grade.

### How We Will Get the Most Out of Our Collaboration

- **Office hours:** I am a resource for you and here to help with queries or to clarify any concerns you might have about the class or your assignments. Make use of me! You may make an appointment or drop in during office hours. Either way, I welcome the chance to support your writing as best I can.
- **Attendance:** is required. Assignments in this class are cumulative, with each one preparing you for the next one so missing class also means you will fall behind on crucial preparatory work for your written assignments. Given how much ground we cover in the course of a semester, it is vital to keep up. The risks of non-attendance are: **your grade on individual assignments AND your overall grade will be adversely affected. In particular, please be aware that absences on workshop days have a profoundly detrimental impact on the grade for that paper as workshop points are built into the rubric for that paper. Unexcused absences on workshop days will result in a letter grade deduction for the final assignment score.**  
If there are reasons that attendance has become a struggle and you need extra support, reach out. As faculty, we want to see you succeed in this community and I want to find ways to help all of you do that.
- **Missed work:** If you do miss class (excused or unexcused), do ask your colleagues for assistance in catching up on the missed work and be available to them for the same. With a large number of students, it is not easy for me to respond to promptly (or at times, at all), so it makes sense that instead of floundering, feeling overwhelmed or waiting for me to reply, you find the means as a learning community to support one another. How might you do this? Exchanging numbers and emails with peers will help!
- **Excused absences (for illness, family emergencies, etc.):** *If possible*, it would be helpful if you could communicate such absences in advance of class. I may at times also ask for documentation for illness. Work that needs to be made up as a result of an EXCUSED ABSENCE **only** must be done so by arrangement with me.
- **Punctuality:** Given how distracting late arrivals are for the whole class, I ask that you arrive on time. If you know you are going to be late (as with an absence) telling me ahead of time allows me to accommodate this with the least amount of disruption to our community.
- **Deadlines:** I do expect you to meet all deadlines and that your assignments meet the requirements outlined in the assignment. This is an expectation borne of trying to prepare you for the working world where missed deadlines are simply not tolerated. **Work submitted late will receive an automatic grade deduction by a letter grade for each late day.** If deadlines are proving difficult to meet, please come and talk to me so we can strategize ways to help you meet them.
- **Format:** please submit your papers to me at the start of class. They should be: double spaced, Times New Roman, point 12, and make sure that page numbers are marked to ensure ease of reading (this is to make it easier for me and your peers to read your work and assist you with our feedback). Please also staple your work before you turn it in.
- **Printing:** Please also be prepared to print your papers when asked. You may have to do this for me for final drafts which I will ask you to turn in during class (though I will always also ask for a digital submission to Canvas), or for workshop where hard copies that your peers can mark-up are very helpful for you to have. Please do not email your papers to me as I have a large number of students and it becomes very hard to keep track of your work.
- **Email:** is the best way to communicate with me. If you email after 5pm please note that I may not be able to respond till after 9am the following morning. Similarly, with queries that come in on Friday night - be prepared that I may not respond till the following Monday. Please plan accordingly for this scheduling issue. Longer queries specific to your writing or an assignment are best addressed during office hours.
- **Online discussions:** will be posted to Canvas every week (these may be based on readings you have completed from the text book or articles I ask you to read). The discussions will usually be posted by Monday. You will then be asked to respond to the discussion board before our next class (Wednesday and Monday). Please write in

the text box; no attachments. Please also note, midnight, Sunday is a hard deadline: **I do not accept late discussion posts. Please also note you may be asked to complete additional discussion boards for class or in-class.**

- **Your work** as part of our collective inquiry into writing, reading, and democracy is public in this class. We will share work in Canvas regularly. (Please note: because of this I must reserve the right to publish your work to the class as part of our workshop activities).
- **Peer Review:** I ask that you give thoughtful and engaged feedback to peers during peer review and via your engagement on discussion boards. I also ask that you work sincerely, fairly and collaboratively on group projects (your peers will give feedback on your level of engagement, effort and commitment at the end of projects and whenever we come to the end of a group assignment). We are a community and communities thrive when we all give as much as we take.
- **Workshops:** are an essential part of this class. Your participation in workshops is critical to your success, and mandatory. These workshops are conducted in class. To get the most out of workshops, you *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay. (Only with documented reason and prior approval can I allow you to complete workshops with your group via email.) **As stated earlier and repeated here for emphasis, unexcused absences on workshop days will result in a letter grade deduction for that assignment.**

I also expect you to actively engage with the work of your class mates during workshops and treat their labor with respect and consideration; we have the choice to really help one another this year, and I believe that if we do, we will all get a great deal from our collaboration.

- **Participation:** Class participation takes a number of forms from listening to your peers, contributing to discussion, completing in class assignments to workshoping. I expect you to participate in ALL these ways. Learning to express your ideas in a public forum is an important life skill and this class is a safe place to learn how to master this. It does not come easily to everyone but I hope to see improvements in this skill over the year – as hard as it might feel to speak up, I expect you to try. Remember: participation in in-class activities (and on Canvas Boards) accounts for an overall 15% of your final grade. Earn those points! The more prepared you are before class, the easier this will feel: do the reading and any required written work so you don't have to 'hide' in class.
- **Class interaction:** As I have mentioned, I expect active participation. In whatever way you participate, I expect thoughtful and respectful interactions in this class. This means being alert, open and actively listening during discussion but it also means being respectful of your colleagues and their opinions. We may disagree with one another but that should not impact the compassion and respect with which we try to understand one another's point of view.
- **Classroom Etiquette:** Please honor and respect the labor in our classroom (including mine) by coming to class prepared. You will get much more out of this class if you have completed all assigned work beforehand. I think it is fair to ask that you do not sleep, text, do homework for other classes, play around with cell phones or socialize in a distracting manner during this class. Part of being a member of a learning community means respecting the learning that is ongoing in our community and all of these behaviors undermine that process. I will do my best to shape activities in a way that is useful and helpful to your success, but I cannot carry the load of making our class an effective learning space alone. I ask you to help in this by attending class with your whole heart and in making our classroom a place where all of us (including me) can learn and grow.
- **Plagiarism:** Make sure you understand what plagiarism is – if you have any doubts about how you are handling your material, please come and see me before you turn in your work. Academic dishonesty has serious repercussions and will certainly result in an F on any assignment that shows evidence of plagiarism. There is no reason this should happen, but if you have any doubts, please talk to me.

I really look forward to our work together!

## [Where You Can Go to Get Support as a Writer at SJSU](#)

Part of becoming a successful writer is learning how and when to seek the support you need.

- **SJSU Peer Connections**

Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor

entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

- **SJSU Writing Center**

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 one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center’s online resources, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) 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.

## University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>.

## Course Schedule

### English 1A Fall 2019

Please note this schedule is subject to change – you will be informed of changes either via Canvas or email. Final deadlines are marked in **BLUE**. Workshop and key preparation dates are marked **in AMBER**. It would be best to put these dates into your calendars at the start of this class.

**Please also remember missing a workshop date will automatically result in a letter grade deduction on the grade for that assignment.**

**DB=** discussion board; there will be 10 DB threads (dates are in the calendar).  
There will be a number of short writing activities; dates are not yet assigned for these.

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		
1	8/21	Welcome to English 1A. Introductions. Reading: texts; what is a text? The difference between summary and analysis. Identifying audiences and purpose – minding the G.A.P. Syllabus and collective norm setting.
2	8/26	<b>DB 1 DUE.</b> Before class read: Ballenger, Reading as Inquiry on Canvas. Letter writing assignment and research. Share Reflection on College Writing. Diagnostic assignment: discuss genre/tone/how we write a letter home. Brainstorming for diagnostic essay.
<b>2</b>	<b>8/28</b>	<b>Diagnostic Essay to be completed in class.</b>
3	9/2	Labor Day – No class
3	9/4	<b>DB 2 DUE.</b> Before class read: Ballenger, Writing as Inquiry Reading: <i>Blue Collar Brilliance</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Annotating assigned reading in class. Sherman Alexie. Discussion Pre-writing strategies. Body Map Memory exercise. Discuss Personal Essay assignment – conventions of the genre. Researching and reflecting on your own experience. Integrating analysis into your story. Using your readings.
4	9/9	<b>DB 3 DUE</b> Readings: They Say Intro, Summarizing, Quoting, <i>Hidden Intellectualism</i> . What is a personal essay? Structuring the personal essay – paragraphs, thesis statements and They Say, I Say structure when joining a conversation. Cutting up your essay.
4	9/11	Reading: <i>Shitty First Drafts</i> (first drafts and making a mess), They Say (chap 4, 5, 6) Narrative strategies; active sentences, creating characters in your work, detail in your writing. Concrete language.
5	9/16	<b>DB 4 DUE.</b> <b>Workshop of Personal Essay draft. Responding to notes and editing your own work.</b>
5	9/18	Readings: <i>Two years are Better Than Four</i> , <i>Why do you Think they're called For-profit Colleges?</i> The rhetorical triangle; appeals. Naming what we've been reading. Logic, Pathos, Ethos. Sources and evidence. Conducting a variety of analyses in class.
6	9/23	<b>Final Draft Personal Essay; turn in on Canvas, bring printed copy to class.</b> Assignment preparation: Brainstorming ideas and identifying and researching the problem the proposal will rectify. Reading in class: <i>Are Colleges Worth the Price of Admission?</i>
6	9/25	<b>DB 5 DUE.</b> Before class read: They Say, I Say, Writing an Argument. Considering arguments, logical fallacies. Review: Considering the relationship between the articles we've been reading; mapping.
7	10/30	Before class: Read They Say, I Say. Chapters 7, 8, 9 Reading: <i>Are too Many People going to college?</i>
7	10/2	Readings: Reading: <i>The University of Everywhere</i> Mapping continued.
8	10/7	<b>DB 6 DUE.</b> <b>First Draft of Rhetorical Analysis assignment.</b> <b>Workshop of Draft in class.</b>
8	10/9	Reading/watch: <i>Ken Robinson, TED talk.</i> Where do things start to go wrong in our educational system? What do you know, what do you want to know? Let's map the questions that we still want to ask at this point (this is very early preparation for your final, persuasive writing assignment, NYT Blog).
9	10/14	<b>Final Draft of Rhetorical Analysis assignment.</b> <b>Collaborative Project process begins; working in teams/roles.</b> Preparing to collaborate. Breaking down assignment together. Practice assignment: a space analysis of a downtown restaurant you will conduct together.
9	10/16	Before class: find a time to explore a list of SJSU spaces. Read Ballenger: Writing beyond the Classroom. Research: gather material on existing school buildings outside SJSU for inspiration. Start considering your research process; interviews.

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/21	<b>DB 7 DUE</b> Time in class to work on your projects.
10	10/23	Reading: Visual rhetoric and Speech, considering multimodality How to get the most out of a visual and aural presentation.
11	10/28	<b>DB 8 DUE</b> Workshop your presentations.
<b>11</b>	<b>10/30</b>	<b>Collaborative Project Presentations</b>
<b>12</b>	<b>11/4</b>	<b>DB 9 DUE</b> <b>Collaborative Project Presentations</b>
<b>12</b>	<b>11/6</b>	<b>Collaborative Project Presentations</b>
<b>13</b>	<b>11/11</b>	<b>VETERANS DAY – NO CLASS</b>
<b>13</b>	<b>11/18</b>	<b>Collaborative Project Presentations</b> Introduce Blog assignment Reading: <i>Why does the New Yorker fact check poetry?</i> Why are facts important? Are they? Verifying what we read; how this helps us make our arguments, build ethos.
13	11/18	Reading: Argument/Debate/Fight Activity: Real world policy problems for educators; right now people are sitting in a room trying to solve the following problems; let's do the same.
14	11/25	<b>DB 10 DUE</b> A chance to test out your NYT argument on a friendly audience. Reading: blogs, a variety. Style and writing for the public: sentences, grabbing attention, They Say/I Say structure, the importance of evidence, selecting, quoting, your voice: ethos/persona. Thesis workshop.
14	11/27	<b>THANKSGIVING – NO CLASS</b>
<b>15</b>	<b>12/2</b>	<b>Workshop of First Draft of NYT Blog assignment</b>
<b>15</b>	<b>12/4</b>	<b>Final Draft of NYT Blog assignment.</b> In class surprise activity! Topic review; what did we learn, what remains? What did we learn about ourselves as writers and readers?
<b>16</b>	<b>12/9</b>	<b>Preparation of final reflection document in class to accompany diagnostic essay from week 2.</b>
<b>Final</b>		<b>Final Portfolio to be turned in.</b>