

**San José State University**  
**College of Social Sciences/ Sociology Department**  
**Sociology 100W-01 (24876), Writing Workshop, Spring '20**

**Course and Contact Information**

**Instructor:** Raymand Buyco

**Office Location:** DMH-237B

**Telephone:** (408) 924-5517

**Email:** [raymand.buyco@sjsu.edu](mailto:raymand.buyco@sjsu.edu) (Canvas message preferred)

**Office Hours:** TTh 3:15-4:15pm

**Best Availability for Appointments:** MW 10:30am–11:30am, TTh after 6pm, and most Fridays, 12:00-2pm.

**Class Days/Time:** MW 9-10:15am

**Classroom:** DMH-162

**Prerequisites:** Completion of Core GE, WST or ENGL/LLD 100A, Area A3,  
SOCI 1, and upper division standing

**GE/SJSU Studies Category:** Area Z: Written Communication II

**Peer Connections Embedded Tutor:** Maryam Baloch

**Embedded Tutor Email:** [maryam.baloch@sjsu.edu](mailto:maryam.baloch@sjsu.edu)

**Course Description**

The purpose of this course is to help students become confident and effective writers. Students will develop skills essential for any writer, but we will focus specifically on sociological writing conventions and applications. We will examine and implement rhetorical strategies that are appropriate for specific purposes and audiences through a series of formal writing assignments. In addition to these formal assignments, our class will be organized around continuous informal writing assignments, some completed in class and others outside of class.

Our objective will be continuous improvement of writing skills, which will involve regular reflection on the writing process (through informal assignments, discussions, and completion of multiple drafts) and reliance on one another to provide and evaluate models of writing (through discussions, group activities, and peer review).

## **Faculty Web Page, MYSJSU Messaging, Canvas, Office Hours, & Peer Connections**

### **Contacting Professor Buyco**

For anyone interested, I do have a Faculty Web Page: [http://www.sjsu.edu/history/faculty/ray\\_buyco/index.html](http://www.sjsu.edu/history/faculty/ray_buyco/index.html)

However, **All the information you need for the class will be available on Canvas.** Additionally, I very rarely use MYSJSU Messaging to communicate with the class. Instead, I will make announcements on Canvas. Please make sure your Canvas notifications are set to notify you by email when I post announcements or send you Canvas messages.

### **\*Canvas**

**Canvas is the preferred method** of electronic communication. Because you are identified automatically, the usual business (email) formalities are waved.

I request that you **post a profile photo on Canvas**—this helps me learn your name more quickly.

I will respond to your Canvas message within 48 hours.

### **Email**

If you use have to use email for some reason, you must let me know what class and what section you are in.

### **Office Hours**

I strongly encourage you to visit me during my office hours. You're welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

### **Peer Connections**

Peer Connections' free tutoring, mentoring, and supplemental instruction is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections tutors are SJSU students who have been trained to assist you with understanding course content and study strategies; they are also nationally certified by the College Reading and Learning Association (CRLA).

Maryam Baloch, our Embedded Tutor, is specifically assigned to our course. She will provide course content support for students enrolled in SOCI 100W-01, and she will be present for most of our classroom work. Embedded Tutors are also available for one-to-one tutoring during their office hours at Peer Connections.

Peer Connections also has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections' website at <http://peerconnections.sjsu.edu> for more information.

## **Course Goals**

<b>Learning Objectives</b>	<b>How We'll Address These Objectives</b>
Upon successful completion of this course, students will be able to:	Main course activities and assignments that will address these goals:
1. Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression	<ul style="list-style-type: none"> <li>• Grammar &amp; punctuation workshop</li> <li>• Writing exercises/handouts</li> <li>• Feedback on assignments</li> </ul>
2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse	<ul style="list-style-type: none"> <li>• Sociological imagination essay &amp; related workshops</li> <li>• Annotated bibliography &amp; related workshops</li> <li>• Research paper &amp; related workshops</li> <li>• Public sociology blog &amp; related workshops</li> </ul>
3. Organize and develop essays and documents for both professional and general audiences	<ul style="list-style-type: none"> <li>• <i>Professional academic audiences</i>: sociological imagination essay, annotated bibliography, &amp; research paper &amp; related workshops</li> <li>• <i>Professional audiences</i>: resume, cover letter, &amp; professional correspondence &amp; related workshops</li> <li>• <i>General audiences</i>: public sociology blog &amp; related workshops</li> </ul>
4. Organize and develop essays and documents according to appropriate editorial and citation standards	<ul style="list-style-type: none"> <li>• All major assignments</li> <li>• ASA workshops</li> <li>• Professional writing workshops</li> <li>• Public sociology blog workshops</li> </ul>
5. Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing	<ul style="list-style-type: none"> <li>• Research paper</li> <li>• Public sociology blog</li> <li>• Library workshop</li> </ul>

## **Course Learning Outcomes (CLO)**

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities;
2. Students will be able to identify and explain major sociological theories and apply them to everyday life;
3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis;
4. Students will be proficient in oral and written communication skills appropriate to the discipline;
5. Students will be able to practice sociology as educated and civically engaged persons.

## **Required Texts/Readings**

*A Sociology Writer's Guide*, by Linda L. Yellin, available at the Spartan Bookstore

## **Other Readings**

Articles available on Canvas

## **Other Technology Requirements & Equipment**

You will need access to a computer, iPad or other device and a good connection to the internet to complete the weekly homework assignments on Canvas and to participate in the iClicker quizzes in class.

## **Library Liaison**

Sociology 100W requires students to conduct scholarly research. Jane Dodge is the Sociology liaison: (408) 808-2321, Email: [jane.dodge@sjsu.edu](mailto:jane.dodge@sjsu.edu)

As an option, Nyle Monday, who is the History Dept. library liaison, has made himself available to students in this section: (408) 808-2041 Email: [nyle.Monday@sjsu.edu](mailto:nyle.Monday@sjsu.edu)

## **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in University Policy S12-3.

## **Homework Assignments**

I will regularly assign homework. These will be opportunities for you to practice writing and build writing skills in a low-pressure format. I have listed some, but not all, of these homework assignments on the course schedule. I will announce homework assignments in class, and you can check the Canvas website for detailed homework instructions.

Assignments will be evaluated in terms of a student's ability to express a focused idea clearly and persuasively. This will require a clear thesis, careful organization, appropriate diction and sentence structure, substantial support for one's points, polished expression, and an awareness of one's audience. Library research will form a key component of several assignments.

### Sociological Imagination Essay

Your first formal writing assignment will be an essay (approximately 1000 words) applying C. Wright Mills's concept of "the sociological imagination" to some aspect of your life.

### Resume, Cover Letter, and Job Interview

As part of the course's focus on professionalization, you will prepare a resume and cover letter (approximately 500 words). In class, you will participate in mock job interviews as an interviewee and interviewer.

### Public Sociology Blog

You will write a blog entry addressing a pressing social issue to a public audience (approximately 750 words).

### Library Research Paper

Your major assignment for this class will be a research paper (approximately 2000 words) on a sociological topic of particular interest to you. You will complete this paper in several stages throughout the quarter, and it will go through multiple drafts before you turn in the final version (see the major steps/ assignments below):

- Research proposal
- Annotated bibliography
- Outline

- Draft 1 (for peer review)
- Draft 2 (for graded feedback)
- Draft 3 (for graded feedback)
- Final draft (for final grade)

#### Research Presentation

Another aspect of your professionalization training in this course will be a presentation of the research you do for your final paper.

#### Participation

Our learning in this class will take part largely through discussion. Thus, your participation in class is vital to its success, as well as to the quality of your overall performance. Your participation grade will be based on the frequency and quality of your contributions to large group and small group discussions, as well as evidence of your completion of the readings and engagement with course themes. Excellent (A-level) participation involves:

- Excellent punctuality
- Respectful, engaged listening during lectures and discussions
- Frequent contributions to large and small group discussions
- Contributions that make specific reference to course materials
- Thoughtful completing of in-class activities

***University policy F69-24:*** “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

#### **Late Assignment and Make-up Work Policy**

Major Assignments: I will accept late papers for up to one week after the due date if a request for an extension is requested a week in advance. Late papers without a request or after the extension will be marked down one-third of a full letter grade. They will also receive the lowest priority in terms of the amount of feedback and turnaround time. In order to be considered on-time, your paper must be submitted in class on the due date, or in class or office hours before the due date, or by the agreed upon extension due date.

Homework: You must get approval to turn in homework assignments late. If the submission format is hard copy and Canvas, you must be present in class on the due date and post on Canvas; this is because many of the homework assignments are designed to facilitate in-class activities. A documented excuse, sickness accompanied by a doctor’s note, is also valid for an extension.

In-class work: You may not make up work you miss in class.

#### What to Do if You’re Absent

If you are a student who has frequent absences, this will not be an appropriate course for you: you will need to attend class in order to get participation credit, submit homework, and learn material that is not presented in the course readings. However, I recognize that absences are sometimes unavoidable. If you miss a class, you should:

- Check with a classmate for notes about what you missed.
- Check Canvas to see if anything has been posted.
- Make arrangements to submit any major assignments to me early.

Please note that you will NOT be able to:

- Make up any homework assignments or in-class activities
- Receive a review of missed materials from me.

If you have an ongoing issue that will require multiple absences, it's important that you let me know as soon as possible and stay in touch with me.

### **Submitting Papers**

Major Writing assignments must be submitted to me in class or office hours. I do not accept e-mailed papers (except in special circumstances), and the Sociology office will not accept papers you try to turn in there. All assignments will be submitted electronically (through Canvas or other online formats like [medium.com](https://medium.com) for the blog) and some will be submitted both on canvas and on paper.

### **Paper Format**

Format your major assignments according to the formatting guidelines Yellin establishes in Chpt. 2., EXCEPT we will use 1" margins rather than the 1.5" margins she suggests. Your papers must also follow ASA conventions for citations and references. All assignments must be typed and (when relevant) stapled. If you would like to receive credit for a handwritten homework assignment, you must show it to me before class (if you're late for class, you will not get credit for your handwritten assignment). Pages may be double- or single-sided.

Formal assignments must include:

- Title page (be sure to include the **word count**)
- Completed, typed assignment cover page (which will be posted on Canvas)
- Previous drafts with completed peer-review sheets

Informal assignments (homework) should include a header at the top of the first page with:

- Your name
- SOCI 100W
- Prof. Buyco
- Date
- Word count: this is an essential requirement for passing the class (see "workload and requirements" note below)

### **Workload and Requirements**

You will spend a considerable amount of time writing and reading outside of class. You will have an assignment due almost every day. In order to satisfy the requirement for SJSU Studies area Z, you must write a minimum of 8,000 words in this class. This requirement will be met through the assignments listed above as well as the informal assignments you complete as homework. Thus, it is essential that you complete all of the formal and informal assignments and include a word count on all assignments completed outside of class.

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **Determination of Grades**

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

Sociological Imagination Essay, 15%, 1000 words minimum

Resume & Cover Letter, 5%, 500 words minimum

Public Sociology Blog, 10% 750 words minimum

Final Research Paper Project, 40%

*Research Proposal*, 4% 500 words minimum

*Annotated Bibliography*, 6% 500 words minimum

*Outline* (optional)

*Peer Review Draft*: 2%, 750 words minimum

*First Polished Draft for Writing Conference*, (the result of many revisions) 4%, 1000 words min.

*Second Polished Draft for Writing Conference*, (the result of many revisions) 4%, 1500 words min.

*Final Paper*, 20%, 2000 words minimum

Oral Presentation, 5%

Homework & In-Class Activities 25% (1500 words)

### **Final Examination or Evaluation**

The final draft of your research paper will fulfill the required SJSU culminating activity.

### **Grading Information for GE/100W**

The grading scale for 100W courses is A-F. In order to pass the course, students must write a minimum of 8,000 words and receive an overall grade of C or better (a C- is not a passing grade).

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

A plus = 98 – 100%	B plus = 88 – 89.9%	C plus = 78 – 79.9%	D plus = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%
A minus = 90 – 91.9%	B minus = 80 – 81.9%	C minus = 70 – 71.9%	D minus = 60 – 61.9%

#### Grade Symbols and Values:

A plus: 4.0; A: 4.0; A minus: 3.7; B plus: 3.3; B: 3.0; B minus: 2.7;  
C plus: 2.3; C: 2.0; C minus: 1.7; D plus: 1.3; D: 1.0; D minus: .7; F: 0

#### A Grades

Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating critical thinking, clarity, and sophistication in form (e.g., language use, structure, format) as well as substance (e.g., logically developed arguments, use of appropriate examples). This is work that could serve as a model for other students. To receive an A as a course grade, the student must write 8,000 words or more over the semester.

#### B Grades

Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements and involves clear, coherent, carefully edited writing; for oral presentations, it involves executing a clear, informative, and engaging presentation. The work has a clear purpose and appropriate development, but may lack in originality or insightfulness. Written work demonstrates careful editing and

a solid grasp on grammar and mechanics. To receive a B as a course grade, the student must write 8,000 words or more over the semester.

### C Grades

Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent: the author establishes a purpose and supporting ideas, but argument may be somewhat vague, unclear, or uneven. There may be structural issues and problems with the clarity of prose and incorrect use of grammar. To receive a C as a course grade, the student must write 8,000 words or more over the semester.

### Grade Checks

In general, you should keep track of your own grade by keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should e-mail me at least 24 hours ahead of time to let me know you'll be bringing grade check paperwork to class or to office hours or to make an appointment. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you. I do not discuss grades by email.

### **Classroom Protocol**

Our class time will take a variety of formats, including lecture, large group discussion, small group discussion, and in-class exercises. I encourage you to ask questions during lectures. Because most of our time together will be interactive, your participation will be essential.

In order to make our class discussions and activities successful, you should complete all required readings and homework assignments before each class period, and bring these readings to class with you. To facilitate your respectful, engaged listening and active participation, cell phones, laptops, and other electronic devices must be turned off and put away during class time, unless needed for classwork.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## **Course Schedule**

*The schedule is subject to change with fair notice via email and in class.*

<b>W e e k</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Th 1/23	Class does not meet in Week 1



Week	Date	Topics, Readings, Assignments, Deadlines
2	M 1/27	<b>Introduction to the Course:</b> “The Syllabus and Sociology 100W Explained” Introductions
	T 1/28	<b>Reading:</b> Read all items in the Week I module Set your notifications in Canvas, Introduce yourself in the Introductory Forum, and take the syllabus and orientation quizzes.
	W 1/29	<b>Discussion:</b> What is Sociological? What are Public Issues? <b>Reading:</b> Yellin, Chapter 1 Read an article of your choice on a sociological “public issue” and bring it to class (either electronically, or print) and be prepared to discuss (briefly) your topic for two minutes. The “public issue” in the article should be something you may be interested in writing about. <b>Due:</b> Writer’s Autobiography (Canvas)
3	M 2/3	<b>Discussion/Workshop:</b> Public Issues (continued) <b>Reading:</b> Yellin, Chapter 2, pp. 9-16, Chapter 5 Have access to your article from Monday for continued discussion
	W 2/5	<b>Discussion:</b> What is the Sociological Imagination? <b>Reading:</b> Canvas: Mills, “The Promise” from <i>The Sociological Imagination</i> (read through section 2 only, to top of p. 11) Canvas: Roberts, “A Sociology of Writing” <b>Due:</b> <i>Sociological Imagination</i> Summary (Canvas)
4	M 2/10	<b>Workshop:</b> How to be an effective Peer Reviewer. <b>Reading:</b> Canvas, Example Student Paper, Yellin, Chapter 2, pp. 45-53 <b>Due:</b> Feedback on Student Paper (Canvas) (Have access to your submission in class)
	W 2/12	<b>Workshop:</b> Peer Review on very polished Sociological Imagination Paper <b>Due:</b> Completed Draft of Sociological Imagination Essay with Peer Review Cover Sheet ( Two Hard Copies and Canvas)
5	M 2/17	<b>Writing Conferences (class does not meet)</b> <b>Due at Conference:</b> Polished Draft of Sociological Imagination Essay (Revised from the Peer Review)
	W 2/19	<b>Writing Conferences (class does not meet)</b> <b>Due at Conference:</b> Polished Draft of Sociological Imagination Essay (Revised from the Peer Review)

Week	Date	Topics, Readings, Assignments, Deadlines
6	M 2/24          W 2/26	<p><b>Discussion:</b> Breaking Down an Argument/What is a Scholarly Research Question?  <b>Reading:</b> Canvas: The Homeless Adjunct, “How the American University Was Killed, in Five Easy Steps.”  <b>Due:</b> Three Sociological Aspects of the Issue of the Homeless Adjunct (Canvas)  Final Draft of Sociological Imagination with Assignment Cover Sheet  (Final Draft hard copy and all drafts stapled together and Final Draft only on Canvas)</p> <p><b>Workshop:</b> How to Interpret a Scholarly Article  <b>Reading:</b> Canvas, Example Journal Article, Yellin, Chapter 3  <b>Due:</b> Journal Article Synopsis (Canvas)</p>
7	Su 3/1  M 3/2  W 3/4	<p><b>Due:</b> Preliminary Research Question (Canvas) 11:59pm</p> <p><b>Library Research Seminar (Meet in MLK 219)</b>  <b>Due:</b> Library Worksheet (Canvas) 11:59pm (Scan or photograph it if needed)</p> <p><b>Workshop:</b> How to Write a Research Proposal  <b>Due:</b> Plagiarism Quiz (Canvas)  <b>Reading:</b> Yellin, Chapter 4, pp. 71-87</p>
8	M 3/9       W 3/11	<p><b>Workshop:</b> The Annotated Bibliography &amp; ASA Citation Style  <b>Reading:</b> Canvas: “Annotated Bibliographies 1 &amp; 2,” ASA Style Guide  “Comparing the Annotated Bibliography to the Literature Review”  Yellin, Chapter 4, pp. 87-101  <b>Due:</b> Final Draft: Research Proposal (Canvas, 11:59pm)</p> <p><b>Presentation:</b> Christine Bautista on Careers and Internships  <b>Reading:</b> Canvas: Professionalization Prompt  Canvas: “Resume and Letter Writing”  Canvas: “Begin Your Search”  Canvas: “Effective Outlining”  <b>Due:</b> Job announcement (Canvas) 11:59pm</p>
9	M 3/16  W 3/18   F 3/20	<p><b>Workshop:</b> Resume &amp; Cover Letters</p> <p><b>Workshop:</b> Peer Review, Resume &amp; Cover Letter  <b>Due:</b> Completed Draft of Resume &amp; Cover Letter with Peer Review Cover Sheet  (2 Hard Copies and Canvas)</p> <p>Job Application E-mail (11:59pm)  <b>Due:</b> Annotated Bibliography (Canvas) 11:59pm</p>

<b>W e e k</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	S 3/21 M 3/23 W 3/25 F 3/27	<p><b>Due:</b> Interview Questions (post on your group's home page by 11:59pm)</p> <p><b>Workshop:</b> How to Write Research Papers <b>Reading:</b> Canvas: "Successful Interviewing"</p> <p><b>Workshop:</b> In class mock interviews, Writing Conference Sign Up <b>Due:</b> Final Draft of Resume &amp; Cover Letter (Hard Copy w/previous drafts and Assignment Cover Sheet (in class). Also: Final Draft only on Canvas. Interview Questions (Canvas) Optional Research Paper Outline (Canvas)</p> <p><b>Due:</b> E: Post-interview Thank-you "E-mail" (11:59pm) E: Interview Assessment "E-mail" (11:59pm)</p>
11	M 3/30- F 4/3	<b>Spring Break</b>
12	M 4/6 W 4/8	<p><b>Workshop:</b> Research Paper Peer Review <b>Reading:</b> Blog Project Prompt, Presentation Instructions (11:59pm) <b>Due:</b> Completed Draft of Research Paper with Peer Review Cover Sheet (2 Hard Copies and Canvas)</p> <p><b>Workshop:</b> Blogging and Presentations <b>Reading:</b> Canvas: Sociological Blog Examples <b>Reading:</b> Canvas: Medium Guides <b>Due:</b> E: Set up Medium account Your observations of the blog examples reading.</p>
13	M 4/13 W 4/15	<p><b>Writing Conferences (class does not meet)</b> <b>Due</b> (at first conference): Revised Draft of Research Paper with Assignment Cover Sheet (Hard Copy and Canvas)</p> <p><b>Writing Conferences (class does not meet)</b> <b>Due</b> (at first conference): Revised Draft of Research Paper with Assignment Cover Sheet (Hard Copy and Canvas)</p>
14	M 4/20 W 4/22	<p><b>Writing Conferences (class does not meet)</b> <b>Due</b> (at second conference): Second Revised Draft of Research Paper (Hard Copy and Canvas)</p> <p><b>Writing Conferences (class does not meet)</b> <b>Due</b> (at second conference): Second Revised Draft of Research Paper (Hard Copy and Canvas)</p>

<b>W e e k</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
15	Su 4/26	<b>Due:</b> Canvas: Completed Draft of Public Sociology Blog Post on Peer Review Group Home Page (11:59pm)
	M 4/27	<b>Workshop:</b> Blogging Peer Review: Print four copies of your Blog Peer Review Worksheet.
	W 4/29	<b>Oral Presentations</b> <b>Due:</b> Research Paper Abstract
	F 5/1	<b>Due:</b> Canvas: Research Paper Post-conference Reflection & Plan (11:59pm)
16	M 5/4	<b>Oral Presentations</b> <b>Due:</b> Final Draft of Public Sociology Blog Entry () 11:59pm
	W 5/6	<b>Oral Presentations</b> <b>Due:</b> Blog Response (see blog instructions) <b>Due:</b> Comment on others' blog entries (see blog assignment instructions on Canvas), 11:59pm Blog Response (see blog instructions), 11:59pm
17	M 5/11	<b>Oral Presentations</b> <b>Due:</b> Blog Response (see blog instructions)
	W 5/13	<b>Class does not meet</b> <b>Due:</b> Blog Response (see blog instructions)
	F 5/15	<b>Due:</b> Blog Response (see blog instructions)
18	M 5/18	<b>Final Exam: 7:15-9:30am</b> <b>Due:</b> Final Revision: Research Paper (Hard Copy w/all drafts) and Canvas (final draft only) Presentation Reviews (Canvas, 11:59pm) Final Blog Reflection (Canvas, 11:59pm)