

**Writing Workshop  
Sociology 100W  
San José State University, Spring 2020**

|                                  |   |
|----------------------------------|---|
| <b>Instructor:</b>               | Liz Roberts, M.A., M.A.   |
| <b>Office Location:</b>          | Dudley Moore Hall Room 211  |
| <b>Email:</b>                    | Liz.roberts@sjsu.edu  |
| <b>Office Hours:</b>             | Tuesday and Thursday 9:00-10:00am   |
| <b>Class Days/Time:</b>          | Tuesday and Thursday 10:30-11:45am  |
| <b>Classroom:</b>                | Dudley Moore Room 162   |
| <b>Prerequisites:</b>            | Completion of Core GE, WST or ENGL/LLD 100A, Area A3, SOCI 1, and upper division standing |
| <b>GE/SJSU Studies Category:</b> | Area Z: Written Communication II  |

### **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).

### **GE COURSE GOALS AND STUDENT LEARNING OBJECTIVES**

#### **SOCI 100W Learning Objectives**

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

1. Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression

#### **How We'll Address These Objectives**

Main course activities and assignments that will address these goals:

- Grammar & punctuation workshop
- Writing exercises/handouts
- Feedback on assignments

2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
  - Sociological imagination essay & related workshops
  - Annotated bibliography & related workshops
  - Research paper & related workshops
  - Public sociology blog & related workshops
  
3. Organize and develop essays and documents for both professional and general audiences
  - *Professional academic audiences:* sociological imagination essay, annotated bibliography, & research paper & related workshops
  - *Professional audiences:* resume, cover letter, & professional correspondence & related workshops
  - *General audiences:* public sociology blog & related workshops
  
4. Organize and develop essays and documents according to appropriate editorial and citation standards
  - All major assignments
  - ASA workshops
  - Professional writing workshops
  - Public sociology blog workshops
  
5. Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing
  - Research paper
  - Public sociology blog
  - Library workshop
  
6. Read from sociological and popular literature from different sources
  - Assigned reading from classic sociological text
  - Assigned reading from sociological journal article
  - Journal articles selected/read for research paper
  - Assigned reading from Op-Ed
  - Assigned reading from blogs

## REQUIRED READINGS & OTHER COURSE MATERIALS

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

Other readings to be posted on Canvas

Access to a computer with internet and printing capabilities (you will need to access online instructions for assignments for each class session, and you will frequently be required to print assignments)

## 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. If you do not follow this policy you will lose participation points. If you feel you need an exception to this policy, please meet with me individually. Additionally, to facilitate a respectful, safe and engaging classroom, no food or eating is allowed during class.

## ASSIGNMENTS

### 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.

Please note: you will have a “free pass” for one of the homework assignments, but I will not accept homework assignments that are submitted late or outside of class.

### 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)
- 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

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

**I will not accept late assignments.** Canvas will automatically drop your lowest score in the homework category meaning that you can miss one of each with no penalty.

**Please plan to complete all assignments well in advance of the deadline** so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the

deadline) if you are experiencing an issue with assignment submission. If you choose to wait until the last minute to submit an assignment, and you run into difficulties that prevent the submission (loss of Internet access, etc.), you are still responsible for any grade penalties that result from the missed deadline.

**Formal assignments (Formal Assignments):** These assignments will be graded down 10% for each day past the due date.

**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.** In order to receive an extension on class assignments, you will need to contact me immediately (before the due date) and submit documentation of the emergency.

#### **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 (you may miss one homework assignment with no grade penalty).
- 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**

Papers must be submitted to me in class or office hours. I do not accept e-mailed papers, and the Sociology office will not accept papers you try to turn in there. Some assignments will be submitted electronically (through Canvas or other online formats); when this is the case, it will be specifically noted on the assignment instructions.

#### **Paper Format**

Format your major assignments according to the formatting guidelines Yellin establishes in Chpt. 2. 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. Liz Roberts
- 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **GRADING**

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

|                                |     |
|--------------------------------|-----|
| Sociological Imagination Essay | 10% |
| Resume                         | 5%  |
| Cover Letter                   | 5%  |
| Public Sociology Blog          | 10% |
| Final Research Paper           | 20% |

|                                     |     |
|-------------------------------------|-----|
| Research Paper Components           | 20% |
| <i>Research Proposal</i>            | 2%  |
| <i>Annotated Bibliography</i>       | 6%  |
| <i>Outline</i>                      | 2%  |
| <i>Draft</i>                        | 10% |
| Homework                            | 15% |
| In-Class Activities & Participation | 10% |
| Oral Presentation                   | 5%  |

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

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

#### **Passing 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).

#### **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. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you.

## **CONTACTING PROFESSOR ROBERTS**

### **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).

### **E-mail**

You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback or grade checks over e-mail. Before you send your e-mail, please check to make sure that you have:

- Included the course (SOCL 100W) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Included a message (don't send an attachment with no message).
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn't already been answered in one of those documents.

I will respond to your e-mail within 24 hours Monday-Friday **IF** you follow the above guidelines. If your e-mail doesn't follow these guidelines, I may ask you to review these guidelines and send a revised version.



## UNIVERSITY POLICIES AND PROCEDURES

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording her/him. You must obtain the instructor's written permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of

Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **UNIVERSITY RESOURCES**

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include 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.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three 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**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

### **SJSU Counseling Services**

The SJSU Counseling and Psychological Services is located on the corner of 7<sup>th</sup> Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website <http://www.sjsu.edu/counseling>.

## **COURSE SCHEDULE**

### **Daily Reading and Assignment Schedule**

This schedule is subject to change. Whenever possible, I will provide at least one week advance notice of any changes.

| <b>Week</b> | <b>Date</b> | <b>Reading(s)</b> | <b>Assignment(s) Due</b><br>(check Canvas for instructions; H = hard copy submission; C = Canvas submission) |
|-------------|-------------|-------------------|--|
| 1           | January 23  | Syllabus          |  |

| <b>Week</b> | <b>Date</b> | <b>Reading(s)</b>   | <b>Assignment(s) Due</b><br>(check Canvas for instructions; H = hard copy submission; C = Canvas submission) |
|-------------|-------------|---|--|
| 2           | January 28  | Yellin, Chapter 1   | C: Writer's Autobiography<br>C: Syllabus Quiz  |
|             | January 30  | Yellin, Chapter 2, pp. 9-16<br>Yellin, Chapter 5<br>Canvas: The Homeless Adjunct, "How the American University Was Killed, in Five Easy Steps"                    | H: Preliminary Research Question   |
| 3           | February 4  | Canvas: Mills, "The Promise" from <i>The Sociological Imagination</i> (read through section 2 only, to top of p. 11)<br>Canvas: Roberts, "A Sociology of Writing" | C: Research Proposal<br>H: Reading Response: Roberts   |
|             | February 6  | Yellin, Chapter 3   | H: Library Worksheet   |
| 4           | February 11 | Canvas: Example Journal Article   | H: Journal Article Synopsis  |
|             | February 13 | Canvas: Example Student Paper   | H: Feedback on Student Paper   |
| 5           | February 18 | Yellin, Chapter 2, pp. 45-53  | H: Completed Draft of Sociological Imagination Essay with Peer Review Cover Sheet                            |
|             | February 20 | Yellin, Chapter 4, pp. 71-87<br>Canvas: ASA Style Guide   | C: Plagiarism Quiz   |
| 6           | February 25 | Yellin, Chapter 4, pp. 87-101<br>Canvas: ASA Style Guide  | H: Final Draft of Sociological Imagination Essay with Assignment Cover Sheet                                 |
|             | February 27 | Canvas: "Annotated Bibliographies 1 & 2"<br>Canvas: "Comparing the Annotated Bibliography to the Literature Review"   |  |
| 7           | March 3     | TBD   | C: Annotated Bibliography  |

| <b>Week</b>                              | <b>Date</b> | <b>Reading(s)</b>   | <b>Assignment(s) Due</b><br>(check Canvas for instructions; H = hard copy submission; C = Canvas submission) |
|--|-------------|---|--|
|  | March 5     | Canvas: "Begin Your Search"<br>Canvas: "A Spartan's Guide to SpartaJobs"<br>Canvas: "Effective Outlining" | H: Job announcement<br>C: Research Paper Outline   |
|  | March 6     | Canvas: "Resume and Letter Writing"   | H: Completed Draft of Resume & Cover Letter with Peer Review Cover Sheet                                     |
| 8  | March 10    |   | E: Job Application E-mail  |
|  | March 12    | Canvas: "Successful Interviewing"   | H: Final Draft of Resume & Cover Letter with Assignment Cover Sheet<br>H: Interview Questions                |
|  | March 13    |   | E: Post-interview Thank-you E-mail<br>E: Interview Assessment E-mail   |
| 9  | March 17    |   | H: Completed Draft of Research Paper with Peer Review Cover Sheet  |
|  | March 19    | Canvas: Sociological Blog Examples  | H: Revised Draft of Research Paper with Assignment Cover Sheet<br>H: Reading Notes                           |
| 10                                       | March 24    | Canvas: Medium Guides   | Writing Conferences<br>E: Set up Medium account  |
|  | March 26    |   | Writing Conferences  |
| <b>SPRING BREAK MARCH 31 and April 2</b> |             |   |  |
| 11                                       | April 7     |   | Writing Conferences<br>C: Writing Exercise   |
|  | April 9     |   | Writing Conferences  |
| 12                                       | April 14    |   | Writing Conferences<br>C: Writing Exercise   |

| <b>Week</b> | <b>Date</b> | <b>Reading(s)</b>   | <b>Assignment(s) Due</b><br>(check Canvas for instructions; H = hard copy submission; C = Canvas submission)         |
|-------------|-------------|---|--|
|             | April 16    |   | C: Post-conference Reflection & Plan<br>E: Completed Draft of Public Sociology Blog Post<br>H: Peer Review Worksheet |
| 13          | April 21    | Yellin, Chapter 8<br>Canvas: "An Introvert's Guide to Better Presentations" | E: Final Draft of Public Sociology Blog Entry  |
|             | April 23    |   | Oral Presentations<br>C: Abstract  |
| 14          | April 28    |   | Oral Presentations<br>C: Abstract<br>E: Blog Response  |
|             | April 30    |   | Oral Presentations<br>C: Abstract<br>E: Blog Response  |
| 15          | May 5       |   | Oral Presentations<br>C: Abstract<br>E: Blog Response  |
|             | May 7       |   | Oral Presentations<br>C: Abstract<br>C: Blog Reflection  |
| Finals Week | May 18      |   | Final Research Paper<br>C: Presentation Reviews  |