

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Spring 2016

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Office Hours: Tuesdays/Thursdays | 10:30 AM – 11:30 AM

Class Days/Time: Tuesdays/Thursdays | 9:00 - 10:15 AM

Classroom: Boccardo Business Center 124

Prerequisites: English Placement Test

GE/SJSU Studies Category: GE Area A2 Written Communication

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1A Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

The world is shrinking. Okay, the Earth itself is not physically shrinking, but with the advent of the internet in 1983, and its boom in the mid-late 1990's, technology has been bridging the gap of human interaction on an economical, ecological, and social scale. Where oceans and mountains once divided, data unites. Opinions, news, and ideas can now be shared with one simple keystroke to upload a blog post, latest hashtag, or news report. Human connection means human communication, and communication is key in the 21st century. Words have power and can set off a firestorm of protests or unity across the world depending on how these words are wielded. Of course, with great power comes a great responsibility. Whether you like it or not, thanks to the internet you are a global citizen of this world. This means understanding the world, how it functions, and what you can do to make it a better place. Passivity and apathy are not options if you want to thrive in this ever-changing world. The good news is that you don't have to go to Tony Stark's length to be a superhero. You don't have to create Ultron (and quite frankly, we don't want you to try and create Ultron either) or find a way to

privatize world peace. What you need to do is to first look deep into yourself and figure out who you are and what you stand for. To be a global citizen is to be curious and knowledgeable about the world around you. Again, the world is shrinking. You can't cocoon yourself into your own little world and be unaware of the different cultures, thoughts, and ideas that surrounds you in a daily basis. You can't ignore the ecological changes that Earth is undergoing thanks to natural causes and human intervention. You have a voice, use it. But use it wisely. In this class, we will be refining your written voice and building skills to help you defend your opinion in a clear and thoughtful manner in any written situation. The world is vast, but it is also small. The first step towards thriving in it, is to form an intelligent opinion and being able to voice and defend it.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

1. demonstrate the ability to read actively and rhetorically;
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: English 1A is a writing-intensive course that is meant to prepare you with the skills necessary for effective communication via the pen (or fingers since we're in the digital age and all that). English 1A is also meant to help give you the tools to approach any and all college-level writing. All writing assignments that are noted on the calendar must be turned in on time. All in class writings must be turned in at the end of class. All of your assignment sheets will be **posted on Canvas**. I will only accept .doc or docx files.

All Out of Class essays must be written in accordance to MLA formatting. This means 12pt Times New Roman font, double spaced, 1" margins, and page numbers. Your name, along with the date, class title, and assignment must be on the top left hand corner in single spaced. And, please, title all your essays.

Reading: English 1A is a reading and writing intensive course, which means all readings listed on the calendar must be finished before the class time of the date listed. In other words, if a reading is assigned on Monday, it must be read before class on Wednesday. Readings will both be rhetoric based (aka "How to Write ~~Good~~ Well") from the textbook, and from articles that will be uploaded to Canvas. It is in your best interest to do all of the readings for this class. All of the prompts and essays revolve around these readings, including the in class essays. Knowing and understanding these articles will help give you the material you need to write your essays.

Required Texts

Textbook

- *Writing Today* (3rd Edition) by Richard Johnson-Sheehan & Charles Paine. ISBN: 9-780321-984654

Other Readings

- *The Everyday Writer* (5th edition) by Andrea Lunsford (*NOTE: as an incoming freshman, you received a free e-book version of this text. You may use the electronic version for this class.*)
- Articles that will be provided on Canvas

Other Material Requirements

- Three Blue/Green books for In Class Essays
- Loose Leaf Paper for Reading Responses
- Spiral Notebook for Note Taking
- Blue or Black Pen for In Class Essays
- A Laptop or Tablet
- Smiles even if you might be dead on the inside

ENGL 1A 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
IC #0: Diagnostic Essay (Reflection)	650	2,5	1,6,7,8,9
IC #1: Personal Narrative Essay	650	1, 2, 3, 5	1,3,6,7,8,9
OC #1: Commentary Essay	1250 (x 2)	1-5	1-9
IC #2: Argumentative Essay	650	1, 2, 3, 5	1,3,6,7,8,9
OC #2: Research Essay	1250 (x 2)	1-5	1-9
Multi-Modal Group Project (Research-Proposal)	1300 (x 2)	1-5	1-9
Total (Including Revisions)	9550		

Grading Policy

Individual Assignment Point Values	Percentage	Points
IC #0: Diagnostic Essay (Reflection)	Diagnostic	0
IC #1: Personal Narrative Essay	10%	100
OC #1: Commentary Essay	20%	200
IC #2: Argumentative Essay	10%	100
OC #2: Research Essay	20%	200
Multi-Modal Group Project (Research-Proposal)	30%	300
Participation	10%	100
Total (Including Revisions)	100%	1000

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

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

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication

of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” 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” 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” 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” 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.

Classroom Protocol

Introduction: Allow me to say, welcome to college. Most of you here are somewhere between the ages of 17-19 which, in essence, means that most of you are all contributing adults to society with dreams and aspirations. That being said, I expect all of you to be acting like adults, or at least try to act like adults. Adult-ing is hard, however, basic common sense and personal responsibility shouldn’t be. Ask questions if you have questions. Speak up if you need too. Society gives to those who voice their needs and whose needs are within reason for society to give.

Participation: The only way to really learn and understand any material is to be actively participating in class. In other words: show up to class, participate in class discussions, do the reading responses and/or freewrites, and asking thoughtful questions. Participation is worth 10% of your grade, which means that it’s the difference between an “A” and a “B” or a “C” and a “D”.

Attendance & Tardiness: Excessive absences and tardiness will affect your participation grade. If you have any unavoidable reason to not attend class – such as illness or car breaking down or the light rail being wonky – it is common courtesy to email your professor about it. Think of it this way: if you can’t go to work or are late coming to work, you would call or email or text your supervisor. Only, please, don’t call the office number. Email me instead.

Emails about missed in-class work and/or homework, however, will not be tolerated. It is *your responsibility* to find out what material and assignments you missed and turn them in, if allowed, before the next class.

Late Work: All in class work cannot be made up, including In Class essays. Out of Class essays must be turned into **Canvas** by the **12pm on the designated due date**. All late **FINAL** assignments will be docked a **full letter grade** and after **two calendar days** I will no longer accept the assignment. I also **WILL NOT** accept late rough drafts. If your rough draft isn’t in Canvas by the due date, the only way to get my feedback is to see me during my office hours.

Technology: Since this is the 21st century and technology is more prevalent than ever, students are **required to own a laptop** and it would be in their best interest to **bring it to class every day**. Reading assignments will be posted on Canvas and in-class reading is mandatory. Students who do not have access to a laptop must print out the assigned reading assignments.

Food & Drink: Feel free to eat and/or drink in class. Just don't be disruptive about it. No noisy food that can cause a distraction. No food that can stink up the classroom and have us gasping for air. All beverages must have a cap in order to prevent spillage.

Sensitivity: Since this class's focus is on global citizenship, and what it means to be a global citizen, there will be articles that may be difficult, polarizing, and/or controversial in both issues and concept. We are all human, which means that we all have differing opinions on almost everything. I do not expect you to all have the same perspective on any of these issues, nor do I expect that you agree with me on these issues. However, what I do expect is a great deal of **respect**, and that you listen and respond to all differing opinions from both me and your classmates with an open mind. Do **not** attack your classmates. Instead engage in a **productive** manner. This class is a place for open discussion. We do not have to agree with each other, but we do need to respect each other. There are always two sides to every issue. Both sides will always have their pros and cons.

Canvas: The use and access to Canvas is mandatory in this class. All supplementary readings and materials that aren't in the textbook will be posted on Canvas, along with the writing prompts for out of class essays. All Out of Class essays are also turned in via Canvas as well.

University Policies

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. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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 serve to address the issue, it is recommended that the student contact the Department Chair as a 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/. 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](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's 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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/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](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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 requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (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>.

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 10th 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

NOTE: If it is written in your essays that it is “high recommended” that you go to the SJSU Writing Center, please do so. These Writing Specialists can and will give you that extra help on your assignments as long as you show up knowing exactly what it is you need help with. Need help with grammar? Go the Writing Center specifically with that in mind. Need help organizing your ideas? Go to the Writing Center and tell them that. Don’t just show up with your essay asking them to “fix it.” Be specific.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

ENGL 1A | Fall 2015 | Section 31 | Course Schedule

Note: Everything listed here is subject to change with fair notice being given via Email through Canvas.

All readings done on Canvas are to be printed out and brought to class unless noted otherwise

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
0	Th: 1/28	<p>Introductions</p> <p><u>To Do List:</u></p> <p>Buy at least 3 Green Books – if you don't have access to a laptop Buy a pack of Black or Blue Ink Pens Buy/rent textbook if you haven't already</p>
1	T: 2/2	<p><u>Essay #0 - IC:</u> Global Citizenship (650 Words)</p> <p>Bring Laptops OR a Green Book, Loose Leaf Paper, & a Blue or Black Ink Pen</p> <p><u>Reading(s) for Next Class:</u> N/A</p>
	Th: 2/4	<p>In Class Writing Day - Obituaries</p> <p><u>Reading(s) for Next Class:</u> Chapter Five: Memoir (Personal Narrative) "Eat, Memory: Orange Crush" by Yi Yun Li</p>
2	T: 2/9	<p><u>Reading(s) for Next Class:</u> Chapter One: Writing & Genres – Writing Today Chapter Four: Reading Critically, Thinking Analytically – Writing Today "Why It's Hard To Talk About Male Anorexia" by Huw Oliver</p>
	Th: 2/11	<p><u>Reading(s) for Next Class:</u> Chapter Two: Topic, Angle, Purpose – Writing Today</p>
3	T: 2/16	<p><u>Reading(s) for Next Class:</u> "The Authenticity Trap of Mexican Food in America" by Minerva Orduno Rincon</p>
	Th: 2/18	<p><u>Reading(s) for Next Class:</u> N/A</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	T: 2/23	<p><u>Essay #1 - IC</u>: Personal Narrative (650 Words)</p> <p><u>Reading(s) for Next Class</u>: Chapter 10: Commentaries – Writing Today “The Cop” aka “The Man Who Shot Michael Brown” by Jake Halpern (Part One)</p>
	Th: 2/25	<p><u>Essay #2 (Assigned)</u>: Commentary (1250 Words)</p> <p><u>Reading(s) for Next Class</u>: “The Cop” aka “The Man Who Shot Michael Brown” by Jake Halpern (Part Two)</p>
5	T: 3/1	<p><u>Reading(s) for Next Class</u>: Chapter 15: Inventing Ideas & Prewriting – Writing Today Chapter 16: Organizing & Drafting – Writing Today</p>
	Th: 3/3	<p><u>Essay #2 (Rough Draft Due @ 12pm on Canvas)</u>: Commentary (1250 Words)</p> <p><u>Reading(s) for Next Class</u>: N/A</p>
6	T: 3/8	<p><u>Essay #2: In Class Peer-Review</u></p> <p>Bring Two Hard Copies of your rough draft for peer review</p> <p><u>Reading(s) for Next Class</u>: Chapter 20: Developing Paragraphs & Sections – Writing Today Chapter 23: Collaborating & Peer Response – Writing Today</p>
	Th: 3/10	<p><u>Reading(s) for Next Class</u>: Chapter 11: Arguments – Writing Today Chapter 22: Using Argumentative Strategies – Writing Today</p>
7	T: 3/15	<p><u>Reading(s) for Next Class</u>: “Running Dry” By Carolyn Lochhead “When The Snows Fail” By Michelle Nijhuis</p>
	Th: 3/17	<p><u>Essay #2 (Final Draft Due @ 12pm on Canvas)</u>: Commentary (1250 Words)</p> <p><u>Reading(s) for Next Class</u>: N/A</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	T: 3/22	<p><u>Essay #3 - IC</u>: Argumentative (650 Words)</p> <p><u>Reading(s) for Next Class</u>: Chapter 14: Research Papers – Writing Today “The Trouble with Cheap Oil” by Michael Specter</p>
	Th: 3/24	<p><u>Essay #4 (Assigned)</u>: Argumentative Research (1250 Words) See Canvas for Assignment Sheet</p> <p><u>Reading(s) for Next Class</u>: Chapter 35: Starting Research – Writing Today “How Long Can the US Oil Boom Last?” by Dennis Dimick</p>
9	T: 3/29	NO CLASS SPRING BREAK!!!
	Th: 3/31	NO CLASS SPRING BREAK!!!
10	T: 4/5	<p><u>Reading(s) for Next Class</u>: Chapter 25: Finding Sources & Collecting Evidence “5 Years After BP Oil Spill, Effects Linger And Recovery Is Slow” by Debbie Elliot</p>
	Th: 4/7	<p><u>Essay #4 (Rough Draft Due @ 12pm on Canvas)</u>: Commentary (1250 Words)</p> <p><u>Reading(s) for Next Class</u>: Chapter 26: Citing, Quoting, Paraphrasing, & Summarizing Sources – Writing Today “One Nation, Under Smog” by Evan Osnos</p>
11	T: 4/12	<p><u>Reading(s) for Next Class</u>: N/A</p>
	Th: 4/14	<p>In Class Writing Assignment - Zombies</p> <p><u>Reading(s) for Next Class</u>: N/A</p>
12	T: 4/19	<p><u>Essay#5 (Assigned)</u>: Research/Proposal (1300 Words) See Canvas for Assignment Sheet</p> <p><u>Reading(s) for Next Class</u>: Chapter 12: Proposals – Writing Today</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Th: 4/21	<u>Essay #4 (Final Draft Due @ 12pm on Canvas):</u> Commentary (1250 Words) <u>Reading(s) for Next Class:</u> “Produced but Never Eaten” by Kate Lyons, Glenn Swann and Cath Levett “The Classic Image of a Famer is a Man” by Megan Kelly
13	T: 4/26	<u>Reading(s) for Next Class:</u> Chapter 32: Presenting Your Work – Writing Today
	Th: 4/28	<u>Reading(s) for Next Class:</u> N/A
14	T: 5/3	<u>Essay #5 (Rough Draft Due @ 12pm on Canvas):</u> Research/Proposal (1300 Words) <u>Essay #5: In Class Peer-Review</u> Bring Three Hard Copies of your final draft for peer review <u>Reading(s) for Next Class:</u> N/A
	Th: 5/5	In-Class Workshop for Research-Proposal <u>Reading(s) for Next Class:</u> N/A
15	T: 5/10	In-Class Workshop for Research-Proposal <u>Reading(s) for Next Class:</u> N/A
	Th: 5/12	<u>GROUP PRESENTATIONS – Groups 1, 2, 3</u> Visual component of the research-proposal is due for Groups 1, 2, & 3. Oral component of the research-proposal is due for Groups 1, 2, & 3.
Final Exam	Th: 5/19	7:15 – 9:30 TBD <u>GROUP PRESENTATIONS – Groups 4, 5, 6</u> Final Draft of the Written component for the research-proposal is due for Groups

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>1, 2, & 3.</p> <p>Visual component of the research-proposal is due for Groups 4, 5, & 6. Oral component of the research-proposal is due for Groups 4, 5, & 6. Final Draft of the Written component for the research-proposal is due for Groups 4, 5, & 6.</p> <p>Hard Copies are due at the End of Class Soft Copies are due on Canvas by No Later than 12pm.</p> <p>Failure to turn in both copies will result in missing points & a lowered grade.</p> <p>NO LATE WORK IS ACCEPTED FOR THIS ASSIGNMENT</p>