

ENGL-1A: First Year Writing

Rachel Turner

Textual Tools Techniques and Technology

Office Hours: F 10:00am—4:00pm [by appointment](#)

Email: rachel.turner@sjsu.edu

Section 78 Syllabus

Synchronous Online Zoom Class



What We'll Learn

Reading: how to approach, read, annotate, and analyze texts from various sources and on various platforms.



Writing: how to plan, research, draft, and edit writing for academic and practical purposes.



Critical Thinking: how to interpret, compare, question, and synthesize different sources and perspectives.



College Skills: how to manage time, collaborate in groups, take notes on texts, speak in academic discussions, and research outside of class.



Required Materials



computer with Internet access



webcam



microphone



SJSU Google Docs account



SJSU Zoom access

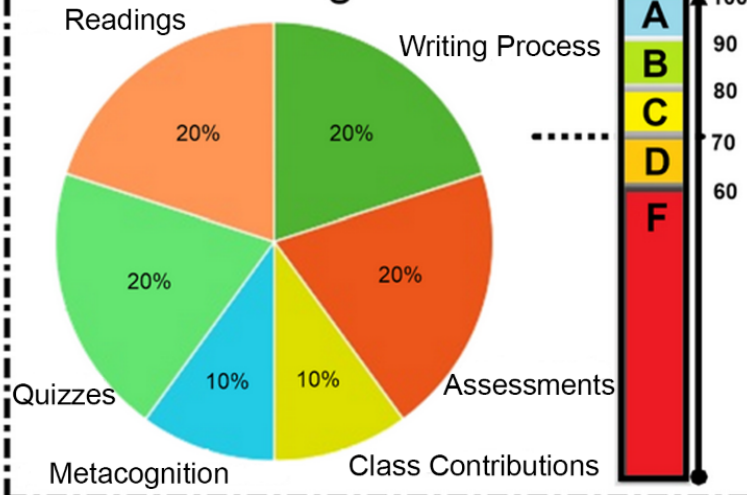


pen/pencil



note paper

Grading



Expectations

Come prepared

Speak your mind

Ask for help

Do your part



San José State University
Department of English and Comparative Literature
ENGL-1A: Textual Tools, Techniques, and Technology, Section _ Fall 2022

Course and Contact Information

Instructor(s): Rachel Turner

Office Location: <https://sjsu.zoom.us/my/engl1atexttools>
Make an appointment [HERE](#)

Telephone: 408-924-4487

Email: rachel.turner@sjsu.edu

Office Hours: Fridays, 10:00 a.m. - 4:00 p.m., by appointment; alternative times available
Email checks at 9:00 a.m. and 1:30 p.m. weekdays

Class Days/Time: Tuesdays/Thursdays 12:00 p.m.

Classroom: Zoom Class - Passcode: technology
<https://sjsu.zoom.us/j/85977594521?pwd=OXNHNU1nTDN1N2Z3Y1RlMkRyWmJHUT09>

Prerequisites: Reflections on College Writing

GE/SJSU Studies Category: GE Area 2 Written Communication

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.

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in the 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.

Course Format

Technology Intensive Online Course

This course will be an online course which is technology intensive with synchronous class meetings. This will require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Students will need Internet connectivity and access to their SJSU Google docs to participate in classroom activities and/or submit assignments. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

****If you have any difficulty with having access to technology please contact me as soon as possible so I can help with any needed technology arrangements.**

Required Texts/Readings

There will be no required textbook in this class. However, that does not mean we will not be reading. All course reading materials will be available through Canvas, the Resource links, or presented in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

Other Technology Requirements / Equipment / Material

Students are required to have access to an internet-connected device with access to Canvas assignments, Zoom class meetings, and SJSU Google docs. It is preferred that webcams be on for class contributions and some assigned video recordings, but alternative arrangements can be made in specific circumstances.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/rachel.turner> and/or on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources). This class also has an available Class Resource Website available through Canvas for recorded classes or assistive materials: <https://sites.google.com/view/mod4textualtools/home>

Course Goals and Topic: Textual Tools, Techniques, and Technology

More reading and writing occur online than ever before, but how does the platform we use to receive our information affect the way we understand that information? How does the place where we write affect the way we present ourselves when we write? How can we identify our audience when anyone in the world may be able to access our written words? How can we determine which opinions are actually our own and which are simply generated preferences from an algorithm? The information age has given us immeasurable data online, but understanding needs to come from us. In this writing course, we will explore how the tools we use to access information affect our reading strategies to critically interpret that information, and how the technology we implement to express ourselves shapes the way we construct our written texts. As we read assigned readings, we will record both our understanding of the content, our reactions, and the connections we make in reading responses, and also our process for reading and annotating in short, recorded sessions with follow-up reflections. All of our writing will build from one transcription tool to the next, from hand-written work, to word processed documents, to edited and interactive digital media. As we build our understanding from our reading journals and developmental essays, we will explore and develop our own topics for 2 longer-term individual research projects for this course at midterm and at the end of the course. Finally, we will present our documentation of our understanding in our portfolios to each other and reflect on the dynamic and changing process of text and how we work with it.

ENGL 1A General English Learning Outcomes (GELO):

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

1. read actively and rhetorically;
2. 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. integrate your 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.

Assignment, Grading Category, Word Count, GELO outcomes, and Grade Calculations

Assignment	Grading Category	Word Count	GELO Outcomes	Grade %
Summary-Responses, Outside Text Evaluations, Annotated Bibliographies,	Readings	1200	1, 4	20%

and Chapter Annotations				
Peer Reviews, Class Engagement, and Collaborations	Class Contributions	600	4	10%
Mini-quizzes, Reading Reviews, and Unit Quizzes	Quizzes	1000	1, 2, 3	20%
Prewriting, Organizational Documents, Drafts and Revisions	Writing Process	4000	2, 3, 4, 5	20%
Final Drafts and Presentations	Assessment	4000	1, 2, 3, 4, 5	20%
Lead-In Preparation, Review Assignments, Consultations, and Portfolio	Metacognition	1200	1, 2, 3, 4, 5	10%

Course Learning Outcomes (CLO)

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

1. Summarize, explain, critique, and question the primary content of reading sources objectively in multiple formats
2. Analyze textual sources of information encountered online for relevance, accuracy, authority, perspective, and purpose.
3. Analyze the information presented in a variety of texts and formats for its component parts and arguments
4. Argue their point of view and justify it with supporting outside sources in debate, presentation, and written papers
5. Organize supporting arguments and evidence in structures appropriate to specific audiences and purposes
6. Apply information from required sources and sources they have found in academic writing with appropriate citations
7. Control conventions of written English for an academic audience
8. Reflect on their own learning processes and demonstrate metacognitive practices in their reflections

Course Requirements and Assignments

Course Content

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

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare each other for both academic and real-world writing scenarios. Assignments will give us repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Together, we will learn how to embrace writing moving forward.

Reading: We'll read a lot in this class, some of which I have chosen for you to read (because I think they're neat) and some of which will be from sources you will find on your own. I will assist in providing resources for your research, but the decision about which external research texts you will include will be up to you.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political) and presenting your claims as objectively as possible; and evaluating and re-evaluating your own understanding of ideas by identifying your own interpretive lens.

Final Experience: There is no final test or examination for this class, but there will be a final paper and a final portfolio. We will be compiling a portfolio by the end of the semester that consists of selected examples of your writing produced for our class and a reflection regarding your experience from your earlier writing to now.

Every portfolio will include:

- 3 Documents of your previous writing from Reflections on College Writing or alternative earlier course
- 1 Major assignment (argumentative essay, research essay, or analysis essay) from this class, ENGL-1A
- 1 Annotated Bibliography of Student Work
- 1 Reflection essay

Assignments and Work Outside of Class Meetings: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Collaborative and Independent Reading: Collaborative reading tasks will ask you to annotate reading documents together with your classmates, engaging with both the text and with the responses of your peers. You will be given one example of how to approach this with a short reading in class and discussion, and two other longer texts later in the week. You will be expected to be able to comprehend the information and to be able to discuss and answer questions about these texts after the reading and annotation process. Independent reading tasks will expect you to perform this annotation process on your own and culminate with a summary-response detailing the main points of the text as you understand them with significant reference to how the text is organized and how supporting points connect to the main argument, as well as any external connections to current events or personal experience you have related to the subjects brought up in the text. For the second type of independent reading task, you will be expected to detail your process in approaching the text and annotation process in a recorded video study session followed by an oral reflection.

****If for official or legal reasons you are unable to submit a recording of yourself, please contact me as soon as possible so you may make alternative arrangements with me.**

Outside Text Evaluations: Several readings will not be provided for you, but instead you will obtain on your own. An example of good research methods will be given to you, after which you will be expected to obtain your own reading text and provide a written evaluation of it, detailing its citation, summary, and specific relevance to your research topic.

Peer Reviews and Discussion: At the beginning of each live class session, a question, quote or topic will be presented for you to write a short response. Each response will be a freewrite of about 3 minutes. These freewrites will then later be used in your group discussion meetings where you will be expected to reflect on and engage with your classmates' responses to the same subjects. Each drafted paper will also require submission of peer feedback in a Peer Review, which will be marked as part of your class contributions credit.

In-Class Quizzes: Quizzes will assess your ability to comprehend the material from lecture and prior readings, as well as assess your written ability. There will be a total of 4 in-class essays/analyses performed under a time limit included in your quizzes. All of these will be argumentative or analytical writings based on a topic related to the week's reading. You will be expected to complete these essays or analyses within ranges of 40 to 60 minutes and write about 300 words within that time. Submissions will only be permitted within a 24-hour window of time from when the quiz begins. The written portion of your quizzes will form the prewrites of your later revised papers.

Drafted and Revised Papers: Your in-class quizzes will provide the prewrites you will use to start your drafts and revised essays. You will be expected to integrate textual support and data-based evidence to flesh out your original ideas into more complete and substantiated argumentative essays of about 800—1000 words in length.

Midterm Presentation and Final Drafts: Your midterm will consist of a group presentation that addresses the change of audience for a topic on which you will have already drafted an essay independently. You will be assessed on how well you adapt your argumentation and evidence with those of your team to the new genre and audience's expectations. Your final drafts of your written work will count toward your final assessment. You will be expected to perform your own research outside of class readings in order to substantiate the claims you make within your writing. Your final versions of your papers should be about 1,000 words in length with proper citations in APA format.

Progress Checks and Portfolio: Throughout the course I will provide feedback during consultations where we will discuss your progress in the course and resources you might use to assist you. I will be there to talk you through each of the assignments at least once every 4 weeks, and you may feel free to ask me anything during our sessions. I will also be checking that you are curating and reflecting upon your writing for the portfolio, which you will present two times during the semester: once at midterm and once at the end of term.

Grading Information

Grading Policy: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. 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, reading responses, 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" 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.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

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

Specific Grading Aspects

Additive Grading:

This course uses an additive grading system which starts all students at 0. Students earn credit as they submit assignments. All submissions can only add to the grade, and any submission will receive at minimum 50% of the available points. Additionally, optional assignments will be provided and marked in order to offer opportunities for boosted points. Official grades will not be marked on Canvas until the midterm and the final grading periods, during which the cumulative total of points from submitted work or in-class contributions will be assessed.

Drafted and Revised Papers will be evaluated by the instructor according to specific criteria in a posted rubric for students to examine on their own, along with highlights and specific comments. **Revised Papers** papers may be revised once more before midterm and final call for papers for an improved score. **Final Drafts** may not be revised after assessment has been given.

Summary-Responses, Study with Me Videos, and Outside Text Evaluations will be assessed according to an accessible rubric. Questions regarding assessment of this rubric can be answered in office hour consultations. **Class Contributions** are assessed by the level of engagement expressed during class and in writing, and there is a time-sensitive component (related to in-class time) embedded in the grading rubric.

Late Policy

Submissions are due 1 hour before class (to enable adjustments for Peer Reviews, upload times, etc). All submissions to the course may automatically receive a late penalty of -5% per day. There is a 24-hour grace period on large file submissions (specifically Study with Me Videos) before this penalty takes effect to account for difficulty submitting files, internet connectivity issues, or difficulty signing into campus resources. After 10 days, any late submissions will automatically receive a grade of 50% and will not receive comments for assessment. Submissions that are missing during the grading period (roughly 1-2 weeks from submission) will receive a grade of 0 until a submission is sent in and assessed. Any submission, regardless of tardiness, quality, visibility or legibility, will receive a minimum of 50%.

Extensions

Extensions for assignments may be granted in the case of an emergency, such as extreme illness, personal injury, natural disaster, or the death of a family member provided adequate notice has been given. Barring extreme mitigating circumstances, extensions will not be granted unless a request has been approved at least 24 hours prior to the listed due date.

Classroom Protocol

Attendance - Mode 2 Synchronous: This is an online synchronous class. That means that while many of the assigned tasks will be at the students' discretion as to when they are completed, certain aspects of the course can only be completed in real time. Any tasks labeled as "class meeting," "In Class," or "Consultation" are required for students to attend on time for the full duration. Other assignments will have a 24hr window to complete. All tasks, meetings, and consultations will be listed in advance, and all class sessions will have a recording made available on the Class Resource Website for review.

*Students attending class from international time zones may make a request for asynchronous class attendance.

**In the case of emergency, such as extreme illness, personal injury, natural disaster, or the death of a family member, please contact me as soon as possible so we can make alternative arrangements for missed class periods, quizzes, or assignments.

Consultations: Consultations are required as part of the metacognitive process for this class and its portfolio. There are multiple ways to receive consultation credit from a variety of college resources: office hour appointments, Writing Workshop sessions, Peer Connections sessions, a meeting at the Writing Center or Communications Center, or forming an Independent Class Study Group. Meetings outside of office hours need confirmation, and this can be provided by booking on the office appointment calendar, requesting confirmation emails from a tutor, or recording study group sessions with classmates (through Zoom or audio recordings). Consultations are designed to ensure student success and preparation for tasks as well as to assist with questions or concerns the student may have regarding standing in the class, ability or resources to complete assignments, or alternative assignments to be issued in the event that equipment or circumstances prevent the student from completing the necessary assignments. 4 Consultations are required during the semester for credit.

In-Class Communication: You will be expected to share your ideas or opinions in real time either orally or in a chat feature to class in group discussion, student-teacher conferences and presentations of the portfolio project. As such, it is imperative that you not only prepare for class sessions and attend on time, but that you ensure that you have working equipment to understand and be understood clearly in the online environment. Contributions to the class must be respectful to both instructors and fellow students.

**If you have any difficulty with access to technology please contact me as soon as possible so I can help with any needed technology arrangements

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 webpage at <http://www.sjsu.edu/gup/syllabusinfo/>

ENGL-1A Textual Tools, Techniques, and Technology, F2022 Course Schedule

(Subject to change; students will be notified in advance in class sessions and Canvas)

Module/ Week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
Module 1 Week 1 Tues	08/23	In Class: Welcome and Syllabus, Intro to Time Management, Text 1a Reading skills: Active reading and pacing Homework: Syllabus Review & Expectations	1, 4

Module 1 Week 1 Thurs	08/25	In Class: Reading skills: Identifying Online Sources, Reading Scholarly Sources Text 1b Collaborative Annotation Homework: RCW Document Collection, Facts & Expertise Lead-In	1, 4
Module 2 Week 2 Tues	08/30	In Class: Facts and Expertise Discussion, Text 2 Practice, Reading Skills: Credibility and Main Point Evaluation Homework: Text 3 Summary-Response	1, 4
Module 2 Week 2 Thurs	09/01	In Class: Prompt Examination and In-Class Essay Organization, Quiz 1 Paper 1 In-Class Essay Homework: Text 4 Study with Me Video	1, 2, 4
Module 2 Week 3 Tues	09/06	In Class: Essay Organization Review, Reverse Outlining Collaborative Practice Homework: Outside Text Evaluation, Annotated Bibliography Peer-Reviewed Scholarly Source	2, 4
Module 2 Week 3 Thurs	09/08	In Class: Body Paragraphs and Source Integration Collaborative Practice Homework: Integrating In-Text Citations Review, Paper 1 First Draft	1, 2, 4
Module 2 Week 4 Tues	09/13	In Class: Grammar for Writing Sentence Structure, Fragments and Run-Ons Collaborative Practice, Feedback: Descriptive Comments Homework: Mechanics and Style Review 1, Peer Feedback	2, 5
Module 2 Week 4 Thurs	09/15	In Class: APA Format, Quotes and Citation Collaborative Practice, Peer Reviews Homework: Paper 1 Revision, Consultation Reflection #1, Habits and Addictions Lead-In	2, 5
Module 3 Week 5 Tues	09/20	In Class: Habits and Addictions Discussion, Text 5 Practice, Reading Skills: Analyzing Comparisons and Examples Homework: Text 6 Summary-Response	1, 4
Module 3 Week 5 Thurs	09/22	In Class: In-Class Essay Thesis Statement Overview, Quiz 2 Paper 2 In-Class Essay Homework: Text 7 Collaborative Annotations	1, 2, 4
Module 3 Week 6 Tues	09/27	In Class: Classical/Rogerian Models, Definitions and Counterargument Aristotelian Organization Collaborative Practice Homework: Outside Text Evaluation, Annotated Bibliography Contextual Definition	2, 4
Module 3 Week 6 Thurs	09/29	In Class: Context and Counterarguments, Paragraph Development Collaborative Practice Homework: Paper 2 First Draft	1, 2, 4, 5
Module 3 Week 7 Tues	10/04	In Class: Grammar for Writing Concession and Contrast Collaborative Practice, Counterarguments, Feedback: Evaluation Homework: Mod3 Mechanics and Style Review, Peer Feedback,	2, 3, 4, 5
Module 3 Week 7 Thurs	10/06	In Class: Academic Style comparison in Paragraphs, APA Format, Quotes, and Citation Review Homework: Paper 2 Revision, Consultation Reflection #2	2, 3, 4, 5
Module 4 Week 8 Tues	10/11	In Class: Group Presentation Assignment, Collaborative Structure Practice Homework: Assemble Collaborative Evidence	2, 3, 4, 5
Module 4 Week 8 Thurs	10/13	In Class: Presentation Structure Overview, Example Presentation Format Homework: Midterm Presentation Rehearsal/Recording	1, 2, 3, 4, 5

Module 5 Week 9 Tues	10/18	In Class: Midterm Collaborative Presentations (Groups A and B) Homework: Consultation Reflection #2	1, 3, 4
Module 5 Week 9 Thurs	10/20	In Class: Midterm Collaborative Presentations (Groups C and D) Homework: Call for Papers: Final Drafts 1 and 2, Attention and Focus Lead-In	1, 3, 4
Module 6 Week 10 Tues	10/25	In Class: Attention and Focus Discussion, Text 10 Practice, Reading Skills: Identifying Purpose, Tone, and Audience Homework: Text 11 Summary-Response	1, 3, 4
Module 6 Week 10 Thurs	10/27	In Class: Rhetorical Appeals, supports, and warrants, Quiz 3 Paper 3 In-Class Example Rhetorical Analysis Examination Homework: Text 12 Study with Me Video, Paper 3 Rhetorical Analysis Prewrite	2, 3, 4
Module 6 Week 11 Tues	11/01	In Class: Rhetorical Analysis Structure, Identifying Purpose and Audience Rhetorical Techniques and Appeals Homework: Paper 3 Rhetorical Analysis Outline	2, 3, 4, 5
Module 6 Week 11 Thurs	11/03	In Class: Rhetorical Analysis Structure, Identifying Rhetorical Techniques vs Appeals Homework: Organization and Structure Review, Paper 3 First Draft	1, 2, 3, 4, 5
Module 6 Week 12 Tues	11/08	In Class: Grammar for Writing Purpose and Result Clauses, Integrating Quotations and Citations, Feedback: Actionable Suggestions Homework: Mechanics and Style Review 3, Peer Feedback	1, 3, 4
Module 6 Week 12 Thurs	11/10	In Class: Rhetorical Flaws Analysis, Example Paper 3 Collaborative Practice: Argumentation and Cohesion Homework: Paper 3 Revision, Literacy and Empathy Lead-In, Consultation Reflection #3	2, 3, 4
Module 7 Week 13 Tues	11/15	In Class: Literacy and Empathy Discussion, Text 13 Practice, Reading Skills: Identifying Purpose, Tone, and Audience Homework: Text 14 Summary-Response	1, 3, 4
Module 7 Week 13 Thurs	11/17	In Class: Correspondence and Audience, Amplification Structure, Quiz 4 Paper 4 Example Email/Letter Examination Homework: Text 15 Collaborative Annotations, Paper 4 Prewrite	2, 3, 4
Module 7 Week 14 Tues	11/22	In Class: Amplification Structure Review, Agree, Disagree, Either Or; Grammar for Writing Concisely Collaborative Practice Homework: Paper 4 First Draft	2, 3, 4, 5
Module 7 Week 14 Thurs	11/24	In Class: [Thanksgiving Break] Homework: Paper 4 First Draft	2, 3, 4, 5
Module 7 Week 15 Tues	11/29	In Class: Language for Writing Formal Register and Precision Collaborative Practice, Feedback: Perspective Taking Homework: Mechanics and Style Review 4, Peer Feedback	1, 2, 3, 4, 5
Module 8 Week 15 Thurs	12/01	In Class: Correspondence, Audience, and Tone Analysis, Example Paper 4 Collaborative Practice: Tone and Audience Expectations Homework: Paper 4 Revision, Consultation Reflection #4	2, 3, 4, 5
Module 8 Week 16 Tues	12/06	In Class: Reflective Writing Overview, DIEP Paragraph Collaborative Practice, Portfolio Assembly Homework: Call for Papers: Final Drafts 3 and 4, Final Portfolio Reflection Essay	

Finals	12/07 - 12/14	In Class: [Break] Homework: Submit your portfolio, pace yourself and take on those final exams! ☺	
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