

Spring 2022

# ENGL 1A: First Year Writing

Rachel Turner

Textual Tools, Techniques, and Technology

Office Hours: F 10:00am-4:00pm by Appointment

Section 22 Syllabus

Email: rachel.turner@sjsu.edu



## 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

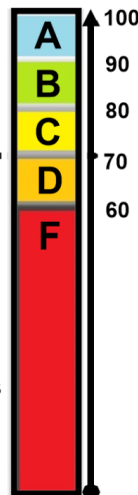
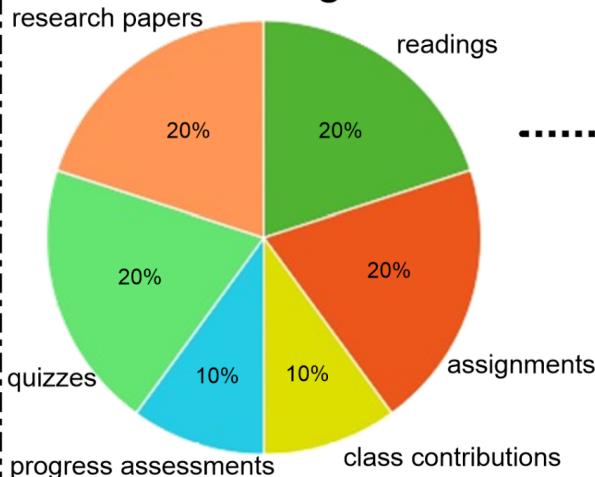


pen/pencil



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 22 Fall 2021**

**Course and Contact Information**

Instructor(s): Rachel Turner

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

Telephone: (714) (655-0461) [all calls to voicemail]

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 1:00 p.m. weekdays

Class Days/Time: Mondays/Wednesdays 12:00-1:15 p.m.

Classroom: [Zoom Class](#) - Passcode: techniques  
<https://sjsu.zoom.us/j/89966823183?pwd=bWllakp4VER3ZVFMc3pDL20yamFYdz09>

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 Class Resource Website, 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](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 and Study with Me Videos	Readings	800	1, 4	10%

Outside Text Evaluations	Readings	800	1, 4	10%
Peer Reviews, Class Engagement, and Discussion	Class Contributions	1200	4	10%
In-Class Quizzes	Quizzes	1200	2, 3	20%
Drafted Essays and Papers	Assignments	1200	2, 3, 4, 5	10%
Revised Essays and Papers	Assignments	2000	2, 3, 4, 5	10%
Midterm and Final Papers	Research Papers	3000	1, 2, 3, 4, 5	20%
Progress Assessments and Portfolio	Progress Assessments	800	1, 2, 3, 4, 5	10%

### Course Learning Outcomes (CLO)

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

1. Summarize and explain 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. Apply information from required sources and sources they have found in written essay form
5. Argue their point of view and justify it with supporting outside sources in research papers
6. 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.

**Summary-Responses and Study with Me Videos:** For roughly one third of the reading in this class, you will be given an example in class of how to approach, process, analyze, and annotate texts, and will provide your oral and written responses during the class period. For another third of the texts, you will be expected to provide a written summary-response detailing the main points of the text as you understand them with significant quotations and explanations of terms, as well as provide a response relating the reading to any external connections to current events or personal experiences you have related to the subjects brought up in the text. For the final third of the texts, you will be expected to detail your process in approaching the text 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 2 in-class essays and 2 in-class 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 quizzes 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, and the analyses will provide models for your later, more specialized 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 a more complete and substantiated argumentative essays of about 500 words in length.

**Midterm and Final Papers:** Your midterm and final papers take place over a period of 2 weeks in which you will prewrite, organize, research, compose, revise, and edit. 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 1,500 words in length with proper citations in MLA format.

**Progress Assessments 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**

**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. **The Final Research Paper** 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 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 meetings designated as "class meeting," "class discussion," 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 from international timezones 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. Group Discussion Days are the primary mode of receiving consultation credit, and will be assigned after students have responded to their preferred scheduled time. If no scheduled times are available to the student on a given week, or if an event occurs that prevents the student from attending the Group Discussion Day, the meeting can be substituted by an Office Hour Appointment, Writing Workshop session, a Peer Connections session or a meeting at the Writing Center or Communications Center, provided there is confirmation from a tutor certifying that the student attended and summarizing briefly what was discussed. 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.



**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, S2022 Course Schedule**  
**(Subject to change; students will be notified in advance in class sessions and Canvas)**

<b>Module/ Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Learning Outcomes</b>
Module 1 Week 1 Wed	01/26	<b>In Class:</b> Welcome and Syllabus, Intro to Time Management, Text 1 Reading skills: Active reading and pacing <b>Homework:</b> Syllabus Review, RCW Document Collection, Mod2 Content Lecture	1, 4
Module 2 Week 2 Mon	01/31	<b>In Class:</b> Facts and Expertise Intro, Text 2 Practice, Reading Skills: Credibility and Main Point Evaluation <b>Homework:</b> Text 3 Summary-Response	1, 4
Module 2 Week 2 Wed	02/02	<b>In Class:</b> Prompt Examination and Essay Organization, Quiz 1 Paper 1 In-Class Essay <b>Homework:</b> Text 4 Study with Me Video	1, 2, 4
Module 2 Week 3 Mon	02/07	<b>In Class:</b> Essay Organization Review, Reverse Outlining Collaborative Practice <b>Homework:</b> Outside Text Evaluation	2, 4
Module 2 Week 3 Wed	02/09	<b>In Class:</b> Integrating Quotations and Citations, Paragraph Development Collaborative Practice <b>Homework:</b> Paper 1 First Draft	1, 2, 4
Module 2 Week 4 Mon	02/14	<b>In Class:</b> Grammar for Writing Sentence Structure, Fragments and Run-Ons Collaborative Practice, Peer Reviews <b>Homework:</b> Mod2 Mechanics and Style Review, Peer Feedback	2, 5
Module 2 Week 4 Wed	02/16	<b>In Class:</b> MLA Format, Quotes and Citation Collaborative Practice, Peer Reviews <b>Homework:</b> Paper 1 Revision (Due 02/20), Consultation Reflection #1, Mod3 Lead-In Lecture	2, 5
Module 3 Week 5 Mon	02/21	<b>In Class:</b> Habits and Addictions Intro, Text 5 Practice, Reading Skills: Analyzing Organization and Annotating <b>Homework:</b> Text 6 Summary-Response	1, 4
Module 3 Week 5 Wed	02/23	<b>In Class:</b> Discussion: Thesis Statement Overview, Quiz 2 Paper 2 In-Class Essay <b>Homework:</b> Text 7 Study with Me Video	1, 2, 4
Module 3 Week 6 Mon	02/28	<b>In Class:</b> Reverse Outlining, Definitions and Counterargument Aristotelian Organization Collaborative Practice <b>Homework:</b> Outside Text Evaluation, Paper 2 First Draft	2, 4



Module 3 Week 6 Wed	03/02	<b>In Class:</b> Grammar for Writing Concession and Contrast Collaborative Practice, Peer Reviews <b>Homework:</b> Mod3 Mechanics and Style Review, Peer Feedback, <b>Paper 2 Revision (Due 03/06)</b>	1, 2, 4, 5
Module 4 Week 7 Mon	03/07	<b>In Class:</b> Parsing Prompts Review, Midterm Paper Prompt, Scheduling Steps, Prewriting: Brainstorming <b>Homework:</b> Midterm Prewrite and Working Thesis	2, 3, 4, 5
Module 4 Week 7 Wed	03/09	<b>In Class:</b> Constructing Outlines, Paraphrasing Research, Writing Middle-First <b>Homework:</b> Complete Formal Outline, Annotated Bibliography	2, 3, 4, 5
Module 4 Week 8 Mon	03/14	<b>In Class:</b> Drafting from Outlines, Integrating Quotations <b>Homework:</b> Midterm Paper First Draft	2, 3, 4, 5
Module 4 Week 8 Wed	03/16	<b>In Class:</b> Editing Draft Content, Intros and Conclusions, Formatting and Works Cited <b>Homework:</b> <b>Midterm Research Paper Revision (Due 03/20)</b> Consultation Reflection #2	1, 2, 3, 4, 5
Module 5 Week 9 Mon	03/21	<b>In Class:</b> Content and Consciousness Intro, Text 8 Practice, Reading Skills: Identifying Rhetorical Situation <b>Homework:</b> Text 9 Summary-Response	1, 3, 4
Module 5 Week 9 Wed	03/23	<b>In Class:</b> Guest Lecture: Ruha Benjamin and “The New Jim Code” <b>Homework:</b> Recovery Quiz (Optional), Call for Paper Revisions (Mod2, Mod3, Midterm) Mod6 Lead-In Lecture	1, 3, 4
Spring Break	03/28 - 04/01	<b>In Class:</b> [Break] <b>Homework:</b> Disconnect and relax! ☺	
Module 6 Week 10 Mon	04/04	<b>In Class:</b> Attention and Focus Intro, Text 10 Practice, Reading Skills: Identifying Purpose, Tone, and Audience <b>Homework:</b> Text 11 Summary-Response	1, 3, 4
Module 6 Week 10 Wed	04/06	<b>In Class:</b> Discussion: Rhetorical Appeals, supports, and warrants, Quiz 3 Paper 3 In-Class Example Rhetorical Analysis Examination <b>Homework:</b> Text 12 Study with Me Video, Paper 3 Rhetorical Analysis Prewrite	2, 3, 4
Module 6 Week 11 Mon	04/11	<b>In Class:</b> Rhetorical Analysis Essay Reverse Outline, Identifying Rhetorical Techniques and Appeals <b>Homework:</b> Paper 3 First Draft	2, 3, 4, 5
Module 6 Week 11 Wed	04/13	<b>In Class:</b> Grammar for Writing Purpose and Result Clauses, Integrating Quotations and Citations, Peer Reviews <b>Homework:</b> Mod6 Mechanics and Style Review, Peer Feedback, <b>Paper 3 Revision (Due 04/17)</b> , Mod7 Lead-In Lecture	1, 2, 3, 4, 5
Module 7 Week 12 Mon	04/18	<b>In Class:</b> Literacy and Empathy Intro, Text 13 Practice, Reading Skills: Identifying Purpose, Tone, and Audience <b>Homework:</b> Text 14 Summary-Response	1, 3, 4
Module 7 Week 12 Wed	04/20	<b>In Class:</b> Discussion: Correspondence and Audience, Amplification Structure, Quiz 4 Paper 4 Example Email/Letter Examination <b>Homework:</b> Text 15 Study with Me Video, Paper 4 Email Prewrite	2, 3, 4
Module 7 Week 13 Mon	04/25	<b>In Class:</b> Amplification Structure Review, Agree, Disagree, Either Or; Grammar for Writing Concision Collaborative Practice <b>Homework:</b> Paper 4 First Draft	2, 3, 4, 5

Module 7 Week 13 Wed	04/27	<b>In Class:</b> Language for Writing Formal Register and Precision Collaborative Practice <b>Homework:</b> Mod7 Mechanics and Style Review, Peer Feedback, <b>Paper 4 Revision (Due 05/01)</b>	1, 2, 3, 4, 5
Module 8 Week 14 Mon	05/02	<b>In Class:</b> Parsing Prompts Review, Final Paper Prompt, Analyzing Film, Prewriting: Brainstorming <b>Homework:</b> Prewrite and Working Thesis	2, 3, 4, 5
Module 8 Week 14 Wed	05/04	<b>In Class:</b> Analysis Overview, Outlining Analytical Content and Evidence Enhancement Collaborative Practice <b>Homework:</b> Complete Analytic Outline, Annotated Bibliography	2, 3, 4, 5
Module 8 Week 15 Mon	05/09	<b>In Class:</b> Drafting from Outlines, Outlining Evaluation Content and Evidence Enhancement Collaborative Practice <b>Homework:</b> Final Paper First Draft	1, 2, 3, 4, 5
Module 8 Week 16 Wed	05/11	<b>In Class:</b> Editing Draft Content, Intros and Conclusions, Formatting and Works Cited, Example Critical Analysis Paper Examination <b>Homework:</b> <b>Final Critical Analysis Paper Final Draft (Due 05/15)</b>	2, 3, 4, 5
Module 8 Week 16 Mon	05/16	<b>In Class:</b> Reflective Writing Overview, DIEP Paragraph Collaborative Practice, Portfolio Assembly <b>Homework:</b> Recovery Quiz (Optional), Call for Paper Revisions (Mod6, Mod7), Final Portfolio Reflection Essay	
Finals	12/07 - 12/14	<b>In Class:</b> [Break] <b>Homework:</b> Submit your portfolio, pace yourself and take on those final exams! ☺	