

# Writing Workshop

SAN JOSÉ STATE UNIVERSITY  
FALL 2024 SEMESTER



**Name:** Dr. Morgan Sanchez

**Email:** Morgan.Sanchez@SJSU.edu

**Office:** DMH 220

**Coffee Hours:**

- **Monday / Wednesday – 11:45 – 12:30** Drop-in
- **Wednesday 1:30 – 2:00 pm** by appointment only

**Class Information:**

**Modality:** In-Person

**Date/Time:** M/W 9:00 – 10:15 AM

**Room:** DMH 162

**SJSU**  
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## What is this course about?

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### Welcome to the Writing Workshop!

One of the joys of being a sociologist is being able to engage in all types of writing for all types of audiences. As a student, you've often engaged in persuasive writing and expository writing.

This semester, we will focus on professional writing, with each student developing a writing portfolio that includes annotations of sociological journal articles, a review of the sociological literature on a self-selected topic, and an op-ed piece on the same topic. My goal is to equip you with the essential writing skills needed for various professional contexts within sociology.

In addition to traditional writing techniques, we will incorporate AI into our workshop in an ethical and socially conscious way. This approach enhances your writing process by streamlining drafting, editing, and revising, while teaching AI's limits. You will treat AI as a supportive tool, not a substitute for your thinking. By leveraging AI, you will learn how technology can facilitate writing tasks, provide feedback, and suggest improvements, allowing you to focus on developing arguments, structuring papers, and honing critical thinking. Ethical AI use will be central, balancing technology with academic integrity and originality.

Throughout the course, we will engage in discussions about the implications of AI in academic and professional writing, exploring both its potential benefits and ethical considerations. By the end of the semester, you will have a polished writing portfolio and a nuanced understanding of how to effectively and responsibly integrate AI into your writing practice.

Join us in this forward-thinking course to become proficient in professional sociological writing while embracing the advantages of AI technology, preparing you for the evolving landscape of academic and professional communication.

## What background knowledge do I need before taking this course?

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Before you take this course, you should take two courses: SOCI 1 and A3 OR an equivalent second-semester composition course. You should also be a sociology, behavioral science, and/or Chicana/Chicano Studies major.

As a personal aside, you may want to refresh your knowledge about the five-paragraph structure of writing if it's been a while since your composition courses.

# What will I learn in this course?

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## Required G.E. Learning Outcomes (G.E.L.O.):

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

**GELO 1:** Explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

**GELO 2:** Organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards

**GELO 3:** Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing

**GELO 4:** Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

**Writing Requirement:** GE requirements for 100W stipulate that each student shall write a minimum of 8000 words in the course of the semester and that they shall be provided with frequent practice and feedback for improving their communication skills.

# University Credit Hour Notice

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This is a 3-Unit CORE Class.

Which means by taking it SJSU expects that you will dedicate 2 hours of work outside of lecture per every credit (6 hours total per week). These 6 hours will cover time spent reading, doing written homework, and projects. You will find a breakdown of the time needed for the course in below.

# What is the weekly time commitment?

Weekly Assignments	Average Time Necessary	How did I come to this number?
Reading	~20 min – 3 hours (journal article time)	Avg # of pages x Difficulty
Writing	~ 1 – 2 hours a week	Word count for class / weeks

# What are the required texts and materials?

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1. All readings will be provided on your Canvas Page. Do not purchase any texts.

## What technologies will we use?

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For this course, you will be learning how to use AI responsibly and the limits of this new technology. You will be required to create two different (**free**) accounts:

- ChatGPT: As a writing assistant and citation generator (NOT for plagiarism)
- Elicit: For assistance with literature analysis (Not to replace reading)

## Course-Embedded Tutor: Dedicated Writing Support

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A course-embedded tutor is a student trained by the SJSU Writing Center to work with students and instructors as part of the learning community in the classroom. Our embedded tutor this semester is Imaan Siddiqui. They will be familiar with the work you are engaged in and will grow to know your needs as a writer. This type of writing support offers you the opportunity to work with an advanced writer who knows the assignments and materials you are working on; you will want to take advantage of the great opportunity that the program affords you as you develop your writing skills.

While Imaan's schedule will vary from week to week, she will be available to meet with you for tutoring during our Wednesday Workshops and occasionally on Friday's outside of class. Look for announcements about days/times, and be sure to sign up when these appointments open.

## What am I required to do in this class?

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**These are the assignments that will constitute your final grade.**

Assignment Type	Points Total
In-Class Participation	300
Homework	300
Journals	120
Final Annotations	100
Final Literature Review	100
Final Op-Ed	100

### Regular Assignments

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**Homework:** In order to give you time to complete your portfolio, the majority of your regular homework is based on drafts of portfolio pieces. These drafts will be graded and provided feedback. The remainder of your assignments will be practical writing documents including but not limited to the resume, cover letter, and requests for letters of recommendation. Each homework assignment is worth 20 points.

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Instructions for your homework will be located in Canvas. Assignments will be due on Sundays at 11:59 pm; drafts we work on in class may be turned in during the week as participation. If we need more time, I encourage students to talk to me during class to discuss whether the due date is flexible. Please watch your canvas page – the due dates will be posted. (Total Points: 300 Points)

**Journals:** Every two weeks, you will complete a journal entry (6 total) which will delve into your personal experiences and reflections on incorporating AI into the writing process. Each entry will have a series of requirements including but not limited to: your initial thoughts and expectations, describing your interactions with AI, benefits observed, challenges/limitations, emotional response, and evolution of perspective. These journals will be short (~350 words) and graded on thoughtfulness and completion. Due dates posted in canvas (Total Points: 120 Points)

## Participation

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**Socrative:** Attending class regularly and actively participating in lectures and drafting sessions are essential components for succeeding in this writing workshop. While attendance cannot be directly graded, your regular participation will earn you points through participation assignments.

This semester, among other canvas and paper activities, we will utilize the Socrative app to manage class participation. Socrative is a free platform that can be accessed via phone, computer, or tablet. During each class, I will provide QR codes for you to scan, as well as a URL link, which will allow you to answer questions or complete the day's assignments.

If you are absent, you will automatically be assigned 40 percent of the points for that missed class. You can earn an additional 20 percent for coming to speak to me during office hours and/or scheduling an appointment. During this time, we can discuss the participation assignment and the lessons I needed you to take away from it. (Total Points: 300)

## Major Project: The Portfolio

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**Annotations:** This semester, you will submit a total of six annotations in your portfolio. Annotations will follow a pre-approved format which will be given to you in the form of a worksheet. Each annotation will include 1) a citation in ASA format a summary of 2) the research question, sample, methods, and findings, 3) an evaluation of each article, and 4) connections between each articles findings.

You will each submit these annotations as separate drafts (20 points each) during the semester before submitting all revised annotations as a piece of your portfolio at the end of the semester. (Total Points: 100)

**Literature Review:** Your final project for this class is a literature review. The literature review is a synthesis of research that has been done about a certain topic –asking us what we already know and what we don't know. You will be provided examples and an outline to assist you in this process. I have scaffolded this assignment such that each section is a separate homework assignment with feedback provided. Revised reviews will be submitted for a portfolio grade. Further requirements will be defined in the assignment instructions. The Literature Review will be worth 100 points.

**Op-Ed:** As professional sociologists, Op-Eds (or opinion essays) provide a powerful avenue for engaging with the public. In this class, you will draft an opinion essay based on an aspect of your literature review topic. Your essay

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will advocate for or against a particular stance, leveraging the literature you have previously collected as supporting evidence. This assignment will be submitted once during the semester as a homework task. After receiving feedback, you will revise your essay and submit it as part of your portfolio. (100 points)

Total Points for the Class: 900

## Extra Credit

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Each student is allowed to review the course at the end of the semester. This review is incredibly important to the university and me personally – it helps determine the direction of the course in the future and contributes to job retention. Therefore, I will give each student ten points extra credit for filling out this evaluation tool.

To receive this extra credit, please take a screenshot or picture of the final screen in SOTE/SOLATE which says you've completed the evaluation for my course. Once you submit this picture to our Canvas page, I will add the points to your grade. Because evaluations are meant to be confidential, please be extra careful not to include a picture of your evaluation itself.

Of particular importance to me is the strength and improvements section. Even a tiny bit of (constructive) written feedback can help me decide what to keep at the end of the semester, ways to improve assignments, or what I should get rid of. I take these very seriously, as I want to make interesting courses that facilitate your learning!



# Grading Scale

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The final class letter grade will be assigned as follows. \*

A+: 97 - 100%  
A: 94 - 96%  
A-: 90 - 93%  
B+: 87 - 89%  
B: 83 - 86%  
B-: 80 - 82%  
C+: 77 - 79%  
C: 73 - 76%  
C-: 70 - 72%  
D+: 67 - 69%  
D: 63 - 66%  
D-: 60 - 62%  
F: 59% and Below

\*I will round up if your grade is .5 or above only. Meaning if you have 93.5%, I will round that number up. If you have a 93.4%, however, your grade will be rounded down to 93%.

Please note: Percentage grades can often fluctuate during the semester. Please do not panic if one assignment throws a grade off. It will not remain so forever so long as you continue completing assignments.

## Class Policies

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### How do I contact the professor?

I prefer you email me via Canvas. That way I have a constant visual reminder that an email is waiting and it won't get lost in my school inbox. I attempt to respond within 24-48 business hours (excluding holidays). If something is urgent, like a question about a project, please do not wait until the last minute. I cannot guarantee that I will get back to you immediately.

If I haven't gotten back to you in 48 hours, please send a (kind) follow-up email.

### Is there a late policy?

I completely understand that your lives are busy, and/or you may experience poor health during certain points in the semester. As a professor, we go through this too. To that end, I have created a late policy that considers individual situations and gives you an on-ramp back to the course should you feel better.

All missing written submissions will be assigned 40 percent of the points. Instead of giving you zero points, which makes it almost impossible to rejoin class after a period of hardship, you will have fewer points to make up. That said, this is not a permanent solution. 40 percent of all the points in the class is still an F. So please, make up the assignments where you can.

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**Late submissions will be accepted and docked points.** Each day you will get a 2 percent penalty for late work. This will continue until you reach 40 percent (20 days after due date). Then no further penalties will be assigned for lateness.

**All late work must be submitted by the last day of class.** If you have further questions about the late policy, please email me or see me during office hours.

Please note: You do not need to prove that you have a worthy reason in order to use these policies. If you need them, you need them. No moral judgment is assigned to the use of the late policies, nor does it impact my view of you as a person.

### Can I make up participation points?

Yes! At various points in the semester, you may be out of class for whatever reason. This will mean you will lose out on opportunities to engage in discussions with your classmates and otherwise participate in the course. You can make up points for missed participation assignments by completing the assignment within a week (7 days) of the assignment. You can only make up 40 percent of the points this way (due to not actually participating with your classmates).

If you want to earn an additional 20 percent of the points, you can come in to the next set of office hours (with your assignment) to discuss how you came to these conclusions with me. If you cannot make office hours that next week, you may schedule an individual appointment within that time period.

Note: You do not need to report absences to me to use this policy.

### Will you look over drafts of assignments?

Of course! Looking over drafts of assignments takes time though, so I would ask that if you want feedback on a draft, please email it to me at least 72 business hours before the deadline. Feedback will be conceptual in nature and will not include inline-edits. I am happy to tell you if you are on the right track, and whether there are any glaring issues.

### Will we get feedback on completed assignments?

Yes, I love giving feedback on assignments! [Analytic rubrics](#) are a common feedback tool for qualitative assignments and are utilized in this class. [Analytic rubrics](#) will assess each requirement for an assignment, and, using descriptive ratings, will give you detailed feedback. Written feedback will also be provided in some cases - particularly when it's a new assignment.

For the sake of efficiency, I will give detailed written feedback on the first paragraph (or page) of a document in addition to a rubric. If you find this feedback useful and would like more, please contact me indicating you would like the rest of the document edited.

In general, assignments that are repeated will only be given detailed feedback when a student receives a C or below. If you would like detailed feedback and have earned an A or B, please visit office hours. I will be happy to talk to you.

Please note: If you turn in your work late, I will grade using a rubric, but will not provide detailed written feedback. If you want detailed feedback, please visit office hours or see me after class. I will be happy to spend time explaining the things you did well and the things we can improve upon.

## **When will my assignments be graded?**

I will begin grading assignments in the order in which they are received. My goal is to have assignments graded one week after submission at the absolute latest. Please note: If you turn in your assignment late, I will attempt to grade your assignment in a timely manner, but I cannot make guarantees.

## **Can I appeal the grade I received?**

Yes. You have up to one week after the submission of grades to appeal grades earned. This doesn't mean that I must change your grade, but I will be happy to hear out your thought process and make changes if I feel they are appropriate. After one week, no grades can be appealed.

## **What if Canvas isn't working and I need to turn in an assignment?**

Canvas does not usually crash for one student only. In the case of a school-wide Canvas issue, the university will send out an announcement. I will then make an announcement about potential assignment extensions.

In the case you are having an individual technical issue that hinders your ability to submit an assignment on Canvas, please email me the assignment ASAP.

## **Where do I go if I have general questions about Canvas?**

If you have general questions about Canvas, please feel free to click on this link.

## **What if I'm having internet connection issues?**

In the event that you are having internet connection issues and need to turn in an assignment, each document on your computer shows when you created the document and when you last modified it. I want you to email me a picture of the date created and date modified on the assignment, whenever your internet services are restored. You will receive proper credit so long as it was completed on time.

## **I have a disability and I need accommodations. How does this work?**

Both students and professors have certain responsibilities in order to establish the proper accommodations for student success. Student responsibilities include but are not limited to: getting medical documentation, taking that documentation to Accessibility Services, getting the official letter documenting accommodations needed, presenting that letter to the professor, and bringing any texts (including PDFs) to Accessibility services to be loaded on screen-readers (if applicable). My responsibility is to provide you the accommodations that are given in your letter.

Please Note: Accommodations are not retroactive. Meaning if you bring me an accommodations letter mid-semester, it only applies from that moment forward. No additional time, makeups, etc. will be provided for assignments and activities prior to receipt of accommodations letter. Please give me your letter ASAP – help me, help you.

## **What is Academic Dishonesty?**

Academic dishonesty includes a range of prohibited behaviors such as plagiarism, cheating on quizzes and exams, working on exams as a group etc. Plagiarism is the most common of these offenses and so I want to take a little time to clarify what plagiarism constitutes.

In the most basic sense, plagiarism is taking the thoughts, ideas, opinions, or work of others and presenting it as your own. It happens in a variety of ways sometimes by accident (like paraphrasing an idea and forgetting to cite), or on purpose (like directly copying or buying a paper), but no matter the context plagiarism is plagiarism.

Please be aware you are responsible for knowing about the various types of Academic Dishonesty located in your student catalogue. Failure to read the catalogue does not excuse academic dishonesty.

Plagiarism also includes copying your own work. You cannot “double dip”, meaning you cannot (1) submit the same paper for two courses, (2) use parts of a paper in one class and insert them into another, or (3) submit any of your work as a “new assignment” which was previously submitted elsewhere (either in this class or in another class).

## **If I commit Academic Dishonesty, what’s going to happen to me?**

Academic Dishonesty will not be tolerated in this class. If such an act occurs, there are several avenues that I may pursue ranging anywhere from having you redo the assignment or assigning a zero, to assigning an F for the course. In addition to these individual punishments, I will write up an Academic Dishonesty Incident Report beginning with the very first act of plagiarism. These reports are sent to the Academic Affairs Office. Continued plagiarism reports could result in expulsion from the university. If you are having trouble understanding plagiarism it is your responsibility to see me during office hours for further help.

## **AI Policy**

I understand that as people living through the advent of AI there is a temptation to use it for everything – it is a really interesting piece of technology! However, in this classroom I expect that AI usage will remain at minimum, as an assistant to help develop a skeleton outline, and at maximum, as an editor, rather than as a replacement for original thought. What does this mean for you?

It means that if I suspect you’ve used AI you will 1) be required to attend a meeting with me during office hours (or at a time which works for both of our schedules), 2) you will produce proof that the work is original (showing the before and after of AI) and/or 3) you will be required to sit for an oral exam / conversation regarding the work.

In the case where you cannot prove that you created original content that was then edited by AI, your ability to demonstrate understanding and/or application face-to-face will replace the zero you would receive for using AI to create content. The maximum points earned in this case is a 90 percent.

## **Are the Materials of This Course Copyrighted?**

My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to, reproduce or distribute lecture notes and course materials publicly without my express written consent.

## **SOCI 100W, Sec. 01**

This includes providing materials to commercial course material suppliers such as CourseHero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility. Similarly, you own copyright in your original papers and exam essays. If I am interested in anonymously posting your answers or papers on the course web site as examples, I will request your written permission.

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by Accessibility Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

### Course Outline

Week	Date	Topic	Pre-class work (Readings, Videos, etc.)	Assignments due	Important Dates
1	8/21	<input type="checkbox"/> Introductions <input type="checkbox"/> Review Class Design	<input type="checkbox"/> Syllabus and Assignment Instructions	<input type="checkbox"/> Syllabus Scavenger Hunt	
2	8/26 – 8/28	<input type="checkbox"/> Academic Writing: The Literature Review	<input type="checkbox"/> The Literature Review Checklist <input type="checkbox"/> The Literature Review Outline	<input type="checkbox"/> Journal 1: Selecting a topic (250 words)	Permission # Needed to Add
3	9/4	<input type="checkbox"/> Ethical Considerations of AI in Writing	<input type="checkbox"/> <a href="#">ChatGPT as Assistive Technology</a>	<input type="checkbox"/> Personal Essay: Exploring the Impact and Ethics of AI (500 words)	No class Monday (9/2)
4	9/9 – 9/11	<input type="checkbox"/> Research Skill: Reputable Sources (M) <input type="checkbox"/> <b>Tutor Workshop:</b> Basic APA Style (W)	<input type="checkbox"/> <a href="#">Web Literacy for Students - SJSU</a> <input type="checkbox"/> <a href="#">Evaluating Internet Resources - Georgetown</a> <input type="checkbox"/> APA and ASA Style Guide	<input type="checkbox"/> Work Cited List <input type="checkbox"/> Journal 2: Evaluating Resources and Reliability (350 words)	
5	9/16 – 9/18	<input type="checkbox"/> Academic Writing: Annotations	<input type="checkbox"/> <a href="#">Online Workshop: Recognizing Parts of a Research Paper</a> (11:43) <input type="checkbox"/> Reading 3 Individual Articles <input type="checkbox"/> Example Annotations	<input type="checkbox"/> Annotation 1 - 3 (350 words total)	9/17: Last day to add/drop 9/19: Late Add/Late Drop w/petition
6	9/23 – 9/25	<input type="checkbox"/> One-on-One Meetings	<input type="checkbox"/> Select a time to meet	<input type="checkbox"/> Annotation Revisions <input type="checkbox"/> Journal 3: Leveraging AI as a Reading Tool (350 words)	
7	9/30 – 10/2	<input type="checkbox"/> <b>Tutor Workshop:</b> Selecting and Integrating Source Material (W)	<input type="checkbox"/> Reading 3 individual articles	Annotation 4 - 6 (350 words total)	
8	10/7 – 10/9	<input type="checkbox"/> Academic Writing: Writing Core Sections <input type="checkbox"/> <b>Tutor Workshop:</b> Sentence Variety and Rhythm (W)	<input type="checkbox"/> <a href="#">Online Workshop: Writing Concisely and Eliminating Wordiness</a> (~7 min) <input type="checkbox"/> <a href="#">Online Workshop: Creating Easy-to-Read Paragraphs</a> (10:44)	<input type="checkbox"/> Draft: Intro (350 words) <input type="checkbox"/> Journal 4 – Using AI to Outline (350 words)	10/11: Graduation Application Deadline’s Due

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9	10/14 – 10/16	<input type="checkbox"/> Academic Writing: Drafting Section 1	<input type="checkbox"/> The Literature Review Outline <input type="checkbox"/> <a href="#">Online Workshop: Un-Blurring Plagiarism and Paraphrasing Workshop</a> (~9 min)	<input type="checkbox"/> Draft: Section 1 (650 words)	
10	10/21 – 10/23	<input type="checkbox"/> <b>Tutor Workshop:</b> Revising for Clarity (M) <input type="checkbox"/> One-on-One Meetings: Discussing Intro and Section 1	<input type="checkbox"/> Make sure Intro and Section 1 are complete <input type="checkbox"/> <a href="#">Online-Workshop: Muscle Verbs for Good Writing</a> (17:26)	<input type="checkbox"/> Draft: Section 2 (650 words) <input type="checkbox"/> Journal 5: Using AI as an editor (350 words)	
11	10/28 – 10/30	<input type="checkbox"/> One-on-One Meetings: Discussing Section two	<input type="checkbox"/> Make sure Section 2 is complete	<input type="checkbox"/> Draft: Conclusion (350)	
12	11/4 – 11/6	<input type="checkbox"/> Practical Writing: The Op-Ed	<input type="checkbox"/> <a href="#">Thomas Friedman Explains...</a> <input type="checkbox"/> How to Write an Op Ed or Column <input type="checkbox"/> Tips for Aspiring Op-Ed Writers New York Times Opinion Guest Essays	<input type="checkbox"/> Op-Ed (600 words) <input type="checkbox"/> Journal 6: Learning about Op-Eds (350 words)	
13	11/13	<input type="checkbox"/> Resume Writing	<input type="checkbox"/> Resume Examples	<input type="checkbox"/> Resume (450 words)	11/11: No Class Monday
14	11/18 – 11/20	<input type="checkbox"/> Professional Writing: The Cover Letter <input type="checkbox"/> <b>Tutor Workshop:</b> Writing A Cover Letter (M)	<input type="checkbox"/> Cover Letter Examples	<input type="checkbox"/> Turn in a Cover Letter (350 words)	Semester withdrawal deadline (11/18)
	11/25-11/27	THANKSGIVING BREAK		<input type="checkbox"/> Completed Portfolios due (12/1)	
15	12/2 – 12/4	<input type="checkbox"/> Professional Writing: Statements of Purpose	How to: Write a Statement of Purpose	<input type="checkbox"/> Statement of Purpose (650 words)	
16	12/9	<input type="checkbox"/> Professional Writing: Requesting Letters of Recommendation		<input type="checkbox"/> Letter of Recommendation Request (350 words) <input type="checkbox"/> Personal Essay: Exploring the Impact and Ethics of AI (500 words)	Last Day of Class