

First-Year Writing: Stretch English I Section 21

ENGL 1AF

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 01/23/2023

Contact Information

Instructor:	Jill Logan
Office Location:	Faculty Office Building 112
Telephone:	(408) 924-4024
Email:	jill.logan@sjsu.edu
Office Hours:	TTh 1:30-2:30 via Zoom link or by appointment
Class Days/Time:	MW 1:30-2:45 <i>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn credit in fall.</i>
Classroom:	Clark Building 306

Course Description and Requisites

Stretch I is the first semester of a year-long ENGL 1A that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using various genres.

Prerequisite: Completion of Reflection on College Writing.

CR/NC/I Undergraduate

* Classroom Protocols

What Can We Expect from Each Other to Make This Class an Effective Learning Experience?

To help foster a positive classroom community, I expect that you will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will attend class regularly and give your full attention to the task at hand.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your growth as a reader and writer is at the heart of my intents.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

How much time will I need to spend on this class?

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours on this course each semester (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.

Campus Resources for Writers

SJSU Writing Center

Located on the second floor of the MLK Library, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. All services are free. To make an appointment or to refer to the Center's online resources, visit the Writing Center website.

SJSU Peer Connections

Peer Connections is your online, campus-wide resource for mentoring (time management, note taking, study skills, getting involved, etc.), tutoring (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants in classes across campus. All services are free. Make appointments to meet with a tutor or mentor by visiting Spartan Connect (Links to an external site.) For more information on services, online workshops, and a step-by-step guide to making an appointment, please visit the Peer Connections website.

Who is Yan and How Can She Help Me?

We're *so* fortunate to have a really special collaborator in our learning community. Er Yan is our Peer Educator-Embedded Tutor. She is a SJSU student who has been trained to assist you as you work to achieve your learning goals in this course. Yan will be available to support you in two ways:

1. She will attend class and assist you during scheduled class times.
2. She will reserve time each week to assist you one-on-one with any work related to your academic development. This means she can help you with assignments for our class, as well as for other classes that she is tutoring.

Think of Yan as someone who has been in your shoes and has lots of knowledge about what SJSU has to offer. She can assist you with your course work, but she can also direct you to resources and opportunities across the university.

Yan's email: er.yan@sjsu.edu

Yan's office hours: TBA

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>).

How Should I Prepare for Our Class?

You can start by coming to each class ready to go – to explore ideas, dialogue with your peers, share research and reading, analyze source materials, critique samples, and workshop drafts. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this classwork as we go. Therefore you will

probably want to bring your own laptop or tablet. (Laptops and tablets are also available to be checked out in the library. If you have difficulty securing a laptop, please let me know as soon as possible.)

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

What Will We Explore Together in This Course?

Let's start here: You wake up in the morning. You slosh the coffee into your cup. You open up your digital device and begin scrolling through the headlines. But what is it you're looking for? A voice? A conversation? Some sort of connection to the world around you? And what conversation is initiated by an Opinion essay that seeks to explain the experience of a female Afghan refugee to a diverse audience? What role does the picture of a crying toddler held in a detention center play in the global dialogue on immigration? What is the effect of people on opposing sides of the vaccine debate trading views in the comments section of a story on COVID-19? And your social media feeds provide a cacophony of voices and opinions from your fellow citizens, but are those media effective avenues for actually engaging in democratic dialogue and creating change? Ultimately, as citizens of this globe, how do reading and writing allow us to inform and enlighten, to share and engage in these conversations?

In this class, we'll use the *New York Times* as a text to initiate our inquiry into these kinds of questions (and more!). As we scroll through the digital pages each week, we will go deeper into our exploration of the role that reading and writing play in our exchange of ideas and democratic dialogue. And ultimately, we will ask ourselves whether or not the *New York Times*, itself, works as a forum for democratic dialogue and activism. We have much exploration ahead of us. So let's begin our inquiry together...

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Stretch English Course Learning Outcomes

Students will:

1. engage fully in the writing process by prewriting, planning, drafting, and revising texts for varying audiences, purposes, and rhetorical situations
2. demonstrate the ability to identify the choices other writers make to appeal to and meet the needs of their audience
3. demonstrate the ability to identify the writing choices they make to appeal to and meet the needs of their audience
4. demonstrate the ability to incorporate ideas and information from other writers into their own writing through citation
5. demonstrate an increased awareness of the language they use by applying effective strategies for editing their own writing
6. demonstrate the ability to reflect on their progress as rhetorical readers and writers by compiling a portfolio and writing a self-reflective essay

The Stretch Calendar

Stretch I and II span the fall and spring terms: the fall and spring course are both required to complete the A2 coursework. You will be enrolled in the same section in spring semester (time, day, instructor) so you should plan on reserving this time slot in your spring schedule.

The A2 Milestone for Progress to Degree

The California State University system and SJSU expect all students to have completed their A2 requirement within the year. Please work with your instructor and all recommended support staff to achieve this milestone successfully.

Course Description

Stretch I and II, together, fulfill the Written Communication I 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 in these courses develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C-(minus) or better signifies that the student is a capable college-level writer and reader of English.

Stretch English is designed to give you more time to develop your reading and writing skills. By enrolling in this two-semester course, you are joining a learning community. You will study with the same classmates and writing instructor in both the fall and spring semesters. Staying with your class cohort both semesters accelerates your learning and gives you the chance to make strong relationships on campus.

Course Materials

What Texts will I need?

Reading is an integral part of writing. Reading for this course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times*, as well as a book on the media and various articles and essays on citizenship, and more. You will also have texts that discuss the writing process, as well as a style guide that explores the finer intricacies of writing.

The textbooks are available through the Spartan Bookstore or through Amazon.

For both Fall and Spring:

Notice that you will need the books below for both semesters; therefore I recommend buying them rather than renting them.

Ballenger, Bruce. *The Curious Writer*, Brief (5th Edition) (Do not get the “Concise” edition), ISBN: 978-0134703268

Clark, Roy Peter. *Writing Tools* (6th Edition), ISBN: 978-0316014991

For Spring only:

Gladstone, Brooke. *The Influencing Machine: Brooke Gladstone on the Media* (2021 edition), ISBN: 978-0393541571

Optional:

Little Seagull Handbook w/ Exercises (3rd Edition), ISBN: 978-0393602630

How do I subscribe to the *New York Times*?

Together we are embarking on an exploration of the role reading and writing play in being a global citizen pursuing democratic action. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing. SJSU studies include an emphasis on diversity, so I chose *The New York Times* as the main text for our reading precisely because, in its pages, you will find and engage in a full range of voices in our democratic conversation on global issues.

The digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up your free subscription: <https://libguides.sjsu.edu/nyt-online>

☰ Course Requirements and Assignments

The tables below show the sequence of assignments in this course in both fall and spring semesters and how these assignments align with SJSU General Education Learning Outcomes:

Table 1: Fall Semester

Assignment	Estimated Word Count	GE Learning Objective
Discovery Draft: Personal Letter	600	GELO 1,2,3,4,5
Personal Essay	1000	GELO 2,3,5
Discovery Draft: Counterpoint	750	GELO 1,2,3,4,5
NYT Opinion Guest Essay	1000	GELO 2,3,4,5
Mid-Year Self-Reflection and Portfolio	875	GELO 1,2,3,4,5

Table 2: Spring Semester

Assignment	Estimated Word Count	GE Learning Objective
Interview Project	1000	GELO 2,3,5
Profile	1000	GELO 2,3,4,5
Ethnography Project	800	GELO 2,3,5
Discovery Draft: Argument Analysis	750	GELO 1,2,3,4,5
Critical Essay	1000	GELO 2,3,4,5
Final Self-Reflection and Portfolio	1000	GELO 1,2,3,4,5

Assignments

Canvas Discussions/Story Responses

You will be required to post various Discussion posts to Canvas so that we will use as springboards for our discussions and writing in class. Some will be Story Responses, in which you update your peers about NYT stories related to your topic and engage with them in inquiry related to those stories. For other discussions, I will post a specific prompt and you will write a response to it. Some will be creative, while others will be more critical.

In-class Activities

These activities will be designed to help with various stages of the writing process and to facilitate our discussions throughout the year. I will give individual instruction on these during class time. Often they will require you to turn in something to me. Bringing the required texts to class will also be part of the In-Class Activity grade. Some of these activities will be Individual/Team quizzes, which I will explain during class. *Because these activities require the dynamic collaboration of our class, In-class Activities cannot be made up, and In-Class Activity points will not be awarded if you are late.*

Reflections

You will submit a Reflection after most major assignments. In the Reflection, you will discuss your process and submit supporting documentation to help us both to examine your process.

What is the Final Examination or Evaluation?

In Stretch English, our learning each semester culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

✓ Grading Information

How Will We Evaluate My Progress?

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in each activity to the next assignment and to transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer; they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. I will give you feedback in the form of rubrics, short notes, longform comments, annotations, and written dialogues with you. However, our goal is to work together to make *you* an efficient and effective evaluator of your own work.

In the fall semester (ENGL 1AF), you will receive either a CR (credit) or a NC (no credit). To receive credit in the fall semester, you must demonstrate significant, measurable progress throughout the semester.

In the spring semester (ENGL 1AS), you will receive a letter grade for the course. You must earn a C- or better to earn graduation credit for GE Area A2.

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades.

How Will Individual Assignments Be Evaluated?

For each assignment, I will give you a *rubric* so that you will have a clear understanding of how and why the work is being evaluated the way it is. Keep in mind that our work here is not just to create written *products*, but to continually improve your reading and writing *processes*. This means that you will also be turning in Reflections on your work so that you and I can both evaluate the effectiveness of your writing process

How Assignments Are Weighted to Determine Grades

Fall 2022: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined in the Syllabus.

Item	% of Course Grade	Word Count*
Discovery draft: Persuasive Letter	3%	600
Personal Essay	4%	1000
Discovery draft: Counterpoint	3%	750
NYT Opinion Piece	7%	1000
Self-Reflection/Midyear Portfolio	6%	750
In-Class Activities	5%	N/A
Discussions/Story Responses	4%	N/A
Reflections	4%	300
Editing Journal	2%	300

	Fall Total	[38%]
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Spring 2023: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

Item	% of Course Grade	Word Count*
Interview Transcript	2%	1000
Profile Essay	8%	1000
Ethnography Project	8%	800
Discovery draft: Argument Analysis	3%	750
Critical Essay	14%	1200
Self-Reflection/Final Portfolio	12%	1000
In-Class Activities	5%	N/A
Discussions/Story Responses	4%	N/A
Reflections	4%	300
Editing Journal	2%	N/A
	Spring Total	[62%]

Total Word Count / Fall and Spring: 9850 (5150 finished writing)

How Will My Grade Be Calculated?

In Stretch English, your course grade is based on the grades you earn on the work you produce through both semesters. Final grades will adhere to this grading scale:

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
			F = 0%-59.9%

In the fall semester (ENGL 1AF), you will receive either a CR (credit) or a NC (no credit). To receive credit in the fall semester, you must honor your instructor's grading policy and demonstrate significant, measurable progress throughout the semester.

In the spring semester (ENGL 1AS), you will receive a letter grade for the course. You must earn a C- or better to earn graduation credit for GE Area A2.

How Will Late Work Be Assessed?

For assignments submitted late, 10% will be deducted for each day it is late, *up to three days*. After that the assignment will receive no credit. (As a reminder, I will not accept late work for In-Class Activities.)

Are there opportunities for extra credit?

There are two opportunities for extra credit. Sure, this can offer you some points if you miss an In-Class Activity or Discussion post, but, more importantly, these opportunities are here to help you reach out to and explore the resources available to you.

Option 1: Make an appointment to conference with Jill. This is a chance for us to get to know each other better and for me to offer you more 1-on-1 help than you'd get in the regular classroom. Getting to know students is one of my favorite parts of teaching, so help me help you! (2 points)

Option 2: Make an appointment to meet with Yan. This may be for specific help on an assignment, or to speak with Yan more generally about campus resources or student life. She's here to help you, too! (2 points)

You may take advantage of one or both of these options. The extra credit points can be applied to either your In-Class Activities score or your Discussions/Story Response score. You may only use each option once, so that there's a maximum of 4 extra credit points for the year.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Please note that the Course Schedule (like a developing thesis) may be subject to change. I will keep you notified of changes via email and class announcements.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W January 25	Welcome back! Read: Continue to follow your topic in the NYT In-Class Activity: Discuss Profile Essay with rubric, Writing Resolutions, Writing Process Strategies
2	M January 30	Read: Continue to follow your topic in the NYT Bring to Class: 3 printed copies of Interview Transcript In-Class Activity: Peer Reviews
2	W February 1	Read: Ballenger Chapter 4 "Writing a Profile" Read: Writing Tools #35, 55 Due on Canvas: Discussion (Scene and Inciting Incident) In-Class Activity: Prepare for Profile Essay, Capturing Character for Profile Writing

Week	Date	Topics, Readings, Assignments, Deadlines
3	M February 6	<p>Read: Continue to follow your topic in the NYT</p> <p>Read: NYT Profiles 1 and 2</p> <p>Read: Writing Tools #26, 27, 54 (Dialogue as Action, Character Traits, Character Detail)</p> <p>In-Class Activity: Finding Frame for Profile</p> <p>Bring to class: Sketch of Profile Essay</p> <p>Due on Canvas: Discussion (Response to NYT Profiles)</p>
3	W February 8	<p>Due on Canvas: Complete draft of Profile Essay</p> <p>In-Class Activity: Integrating Dialogue and Quotation</p>
4	M February 13	<p>Read: Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p>In-Class Activity: Large Group Workshop of drafts</p>
4	W February 15	<p>Read: Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p>In-Class Activity: Large Group Workshop of drafts</p>
5	M February 20	<p>Read: Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p>In-Class Activity: Large Group Workshop of drafts</p>
5	W February 22	<p>Read: Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p>In-Class Activity: Large Group Workshop of drafts</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	M February 27	<p>Due on Canvas: Final draft of Profile Essay</p> <p>In-Class Activity: Preview Brooke Gladstone's <i>The Influencing Machine</i></p>
6	W March 1	<p>Read: <i>The Influencing Machine</i> (pp. xi-46)</p> <p>Due: Reflection (Profile Essay) with supporting documents</p> <p>Due: Discussion (Gladstone with Other Voices)</p> <p>In-Class Activity: Individual/Team Quiz (<i>The Influencing Machine</i>), Discuss Editing Journal, Text-based Discussions</p>
7	M March 6	<p>Read: <i>The Influencing Machine</i> (pp. 47-110)</p> <p>Due: Discussion (Bias and Objectivity)</p> <p>In-Class Activity: Individual/Team Quiz (<i>The Influencing Machine</i>), Interacting with the Text and Close Reading</p>
7	W March 8	<p>Read: <i>The Influencing Machine</i> (pp. 111-164)</p> <p>Due: Discussion (Extremism and Incestuous Amplification)</p> <p>In-Class Activity: Individual/Team Quiz (<i>The Influencing Machine</i>), Preparing for Discovery Draft: Argument Analysis</p>
8	M March 13	<p>Due: Discovery Draft: Argument Analysis</p> <p>In-Class Activity: Work on Argument Analysis</p>
8	W March 15	<p>Read: Ballenger Chapter 9 "Ethnographic Essay"</p> <p>Due: Reflection (Argument Analysis) with supporting documents</p> <p>Due: Analyze NYT Comments</p> <p>In-Class Activity: Discuss Ethnography Project, Individual/Team Quiz (Ballenger)</p>
9	M March 20	<p>Read: Continue to follow your topic in the NYT</p> <p>Due: Discussion (Share a NYT story)</p> <p>In-Class Activity: Research and Analysis for your Ethnography Project</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	W March 22	In-Class Activity: Getting Organized and Framing Research (Work on Ethnography projects with your group)
10	M March 27	SPRING BREAK
10	W March 29	SPRING BREAK
11	M April 3	Read: Continue to follow your topic in the NYT Read: Ballenger Chapter 13 "Re-Genre: Repurposing Your Writing for Multimedia Genres" Due: Discussion (Multimodal Rhetoric) In-Class Activity: Working with multimodal texts, Parallelism, Work on presentations
11	W April 5	Due: Discussion (Parallelism) Due in Class: Draft of Ethnography Project In-Class Activity: Peer Reviews of Ethnography Projects
12	M April 10	Due before Class: Ethnography Project uploaded to Canvas In-Class Activity: View Ethnography Projects, Group Reviews
12	W April 12	Read: Continue to follow your topic in the NYT In-Class Activity: Discuss Critical Essay assignment, Transfer learning from the Ethnography Projects to analyze the NYT
13	M April 17	Due: Reflection on Ethnography Project In-Class Activity: Discuss 3 specific moments in your use of the NYT, Sketch an argument for your Critical Essay
13	W April 19	Read: Ballenger Chapter 8 "Writing an Analytical Essay" Read: Writing Tools #19, 53 (Paragraph Building, Word Choice) Due on Canvas: Sketch an argument for your Critical Essay In-Class Activity: Individual/Team Quiz (Ballenger and Writing Tools), Integrating Evidence

Week	Date	Topics, Readings, Assignments, Deadlines
14	M April 24	<p>Read: Continue to follow your topic in the NYT</p> <p>Due on Canvas: Discussion (Build a paragraph around a specific moment and highlight claim/evidence/analysis)</p> <p>In-Class Activity: Controlling Sources, Choosing Titles</p>
14	W April 26	<p>Bring to class: 3 printed copies of your Critical Essay</p> <p>In-Class Activity: Peer Review Workshop (Revision)</p>
15	M May 1	<p>Bring to class: 3 printed copies of your Critical Essay</p> <p>In-Class Activity: Peer Review Workshop (Editing)</p>
15	W May 3	<p>Due on Canvas: Final Critical Essay</p> <p>In-Class Activity: Workshop to prepare Self-Reflection Essay and Final Portfolio</p>
16	M May 8	<p>Due on Canvas: Reflection (Critical Essay)</p> <p>In-Class Activity: Workshop to prepare Final Portfolio, Ethos/Pathos/Logos in the Self-Reflection Essay</p>
16	W May 10	<p>Due in class: 3 printed copies of your Self-Reflection Essay</p> <p>In-Class Activity: Peer Review Workshop (Revision)</p>
17	M May 15	<p>Due on Canvas (by 11:59 PM): Final Self-Reflection Essay and Portfolio</p> <p>Due in class: 3 printed copies of your Self-Reflection Essay</p> <p>In-Class Activity: Peer Review Workshop (Editing)</p>
Final Exam	T May 23	<p>Due on Canvas: Editing Journal</p>