

# First Year Writing Section 13

## ENGL 1A

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/18/2022

### Contact Information

---

Instructor: Mark Dowdy

Office Location: Faculty Offices 215

Telephone: (408) 924-5063

Email: [mark.dowdy@sjsu.edu](mailto:mark.dowdy@sjsu.edu)

Classroom: Boccardo Business Center 122

Online Office Hours: TTh 12 Noon to 1 p.m. Zoom link: <https://sjsu.zoom.us/j/82571363522?pwd=RjVLVmdWUJZYQUpqZFhDbUZXRmUT09> (<https://sjsu.zoom.us/j/82571363522?pwd=RjVLVmdWUJZYQUpqZFhDbUZXRmUT09>)

### Course Description and Requisites

---

English 1A is an introductory course 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 a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

**Course-Specific Theme: The Future of Humanity**

This section of English 1A will ask you to think about the future. The essays you write, the readings you are assigned, and the assignments you complete will all ask you to reflect upon and write about the future of the human race. My purpose in using this theme-based learning approach is to encourage you to make connections between *all* of the assignments and activities that you complete this semester in English 1A. Instead of treating each essay you write as a discrete and separate challenge, I ask you to think all of the work you complete this semester as part of a broader inquiry.

"Why the future?" you may ask. I have chosen this theme for two reasons. First, it's undeniably relevant. In a short span of years, the euphemistic phrase "climate change" has been replaced by the more ominous "climate crisis." Meanwhile, a global pandemic has lingered on for over two years, war has broken out in Europe, and in a recent study, half of Americans expressed their belief that the country is headed towards a second Civil War (Ortega). The future is on people's minds. But as we shall see, it's not all doom and gloom.

I also chose the theme of the future because the SJSU Campus Reading Program has selected *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* as its 2022/23 book selection. All incoming first year students at SJSU are receiving copies of *All We Can Save*, and there will be a number of campus-wide events related to the book. My goal is to encourage you to bring the work you do in this course into a broader conversation across the campus community and beyond as we consider all we can save in a changing world.

Citation:

[Ortega, Rodrigo Pérez. "Half of Americans Anticipate a U.S. Civil War Soon, Survey Finds - Science." \*Science.org\*, 19 July 2022.](#)

<https://www.science.org/content/article/half-of-americans-anticipate-a-us-civil-war-soon-survey-finds>(<https://www.science.org/content/article/half-of-americans-anticipate-a-us-civil-war-soon-survey-finds>.)

Letter Graded

## \* Classroom Protocols

---

### ENGL 1A Course Content

**Diversity:** SJSU is a diverse campus. As such, our course is designed to include an emphasis on a 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 discussions.

**Writing:** Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

**Reading:** There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

**Final Experience:** We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

### Hybrid Instruction

This class follows a **hybrid** model of instruction that combines in-class instruction with asynchronous online learning. To receive credit in this class, you will need to attend weekly class sessions at San José State University in person while also completing a substantial amount of work online on the Canvas learning management system in preparation for each class session. The course format is flipped. Therefore, instead of listening to lectures, you can expect to work frequently in small groups with your peers and participate in classroom discussions. The readings and online work you complete prior to coming to each weekly class will form the basis for that week's activities.

### Classroom Etiquette

In order to create a productive and supportive learning community, it is imperative that we treat one another with appropriate respect and consideration. To promote this value, I will create a Discussion thread on Canvas where you will be encouraged to post suggestions on how we can all, students and professor alike, make this the class a welcoming and comfortable learning space. This Discussion thread will be open throughout the semester

### Laptop/cell phone/mobile device usage

Cell phones, laptops, and mobile devices should be stowed and kept out of sight during class in almost all circumstances. There will be times when you will need to use these electronic tools in class (for example, when using an e-book during a book discussion). On such occasions, I will inform the class when it's appropriate to use them. In no circumstances, however, will it be acceptable to use these devices while other people are speaking or presenting. Use of any electronic device for purposes other than class work will result in a lowering of your current essay's overall grade by one full letter.

### Time Commitment

Success in ENGL 1A 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.

### Final Examination or Evaluation

In ENGL 1A, our learning 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.

#### 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.

#### 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>)

## 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 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.

## Course Materials

---

The Course materials below can be accessed online or purchased/rented at the Spartan Bookstore.

## They Say, I Say: The Moves that Matter in Academic Writing

**Author:** Gerald Graff and Cathy Birkenstein

**Publisher:** Norton

**Edition:** 5th

**ISBN:** 978-0393538700 (paperback); 978-0393538298 (e-book)

**Availability:** Spartan Bookstore

**Price:** \$15 - 30 (available new and used; for sale and rent)

Required

## All We Can Save: Truth, Courage, and Solutions for the Climate Crisis

**Author:** Ayana Elizabeth Johnson and Katharine K. Wilkinson, editors

**Publisher:** One World

**Edition:** Paperback

**ISBN:** 978-0593237069

**Availability:** Distributed during orientation to first year students

**Price:** Free for all incoming first-year students

Required

This anthology of essays, poetry, and artwork is SJSU's 2022-2023 Campus Reading Program Book Selection. If you are an incoming first-year student, you should have received a free copy of this book during orientation. If you did not receive a copy of the book, please inform me as soon as possible.

## Required Open Educational Resources

For readings about rhetoric, composition, and argumentation, we will be using open educational resources (OER). These are available online for free. While I may introduce other texts (and will provide you with the necessary access whenever I do), we will primarily use selections from the following:

- [Excelsior Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License:](https://owl.excelsior.edu/) (<https://owl.excelsior.edu/>) <https://owl.excelsior.edu/>
- [Purdue Online Writing Lab: Licensed under Creative Commons Attribution 4.0 International License:](https://owl.purdue.edu/owl/purdue_owl.html) ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)) [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

## Required Online Subscription

In addition to purchasing the above book, you will need to subscribe to Packback. For more information about Packback and directions on how to sign up for it, see below.

**How to Register on Packback:**

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click the Packback tool link on the left side of your course Canvas page.
2. Follow the instructions on your screen to finish your registration.

**How to Get Help from the Packback Team:**

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](https://help.packback.co) (<https://help.packback.co>). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68> (<https://www.youtube.com/watch?v=OV7QmikrD68>)

## Other Readings

In addition to the above texts, I will sometimes assign additional readings from online sources such as news sites or academic journals. When I do so, I will make them available on Canvas.

## ☰ Course Requirements and Assignments

---

Below are the major writing assignments for this course. With the exception of Packback questions, which are posted online every week, each major essay requires a first and final draft.

- **Video Essay: What Would You Save?** (1,500 drafted words; 750 words revised and edited; GELOs 1-5).
- **Op-Ed: What Should We Save?** (1,500 drafted words; 750 words revised and edited; GELOs 1-5).
- **Study Guide: *All We Can Save*** (1,000 drafted words; 500 words total)
- **Rhetorical Analysis: *All We Can Save*** (2,500 drafted words; 1,250 words revised and edited; GELOs 1-5).
- **Writing Portfolio and Self-Reflection Essay:** (1,500 drafted words; 750 words revised and edited; GELOs 1-5).
- **Packback Questions:** (GELOs 1-5)

In addition to the above essays, other assignments and activities in this course include class discussions, Peer Review, group projects, quizzes, and online homework.

Late policy: Unless you contact me in advance, I will not accept late work.

## ✓ Grading Information

---

### Major Essays

Major essays will receive a letter grade based on the following criteria:

1. Quality of the essay (90% of essay's overall grade, or 900 points)
2. Peer Review activities associated with the essay (5% of essay's overall grade, or 50 points)
3. Homework and In-Class Activities associated with the essay (5% of essay's overall grade, or 50 points)

*Quality of the Essay (900 points):* For each of the major writing assignments, I will provide a detailed scoring guide along with writing guidelines. I will evaluate the essay according to the scoring guide, and will include overall detailed comments that explain the score. Here is the breakdown for the points that will be applied to the final drafts of essays:

- 900-855 = Impressive
- 854-810 = Great
- 809-765 = Good
- 764-720 = Developing
- 719-675 = Acceptable
- 674-0 = Needs serious work

*Peer Review (50 points):* Each of the major writing assignments will require first and final drafts. When you submit your initial drafts, you will be assigned peer review partners whom you will work with both in class and online. You and your Peer Review partners will read one another's essays and provide written and verbal feedback.

*Online and In-class Activities (50 points):* As the class works on each of the major essay assignments, it will work on online and in-class activities that prepare you for the upcoming major essay assignment.

Example: If an essay received 854 points (Great) on the scoring guide, but only 25 points for Peer Review and only 10 points for Homework and In-class Activities, it would receive a total score of 889/1000 (89%), and this would translate to a letter grade of B+ (see Breakdown below).

**Important:** Failure to submit *both* a first *and* final draft of each major writing assignment (each full-length and each distinct from one another) will result in a reduction of the essay's overall score by one letter grade.

### Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

#### Packback Requirements:

There will be a weekly deadline (Wednesday at 9 a.m. PST ) for Packback submissions. In order to receive full credit each, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 65, worth 1 point of each assignment grade.
- 2 Responses every week with a minimum Curiosity Score of 65, worth 2 points of each assignment grade.

To receive full-credit for Packback (10% of the overall course grade), you will need to complete 12 out of 15 scheduled weekly submissions.

Late or incomplete submissions will receive no credit for the week.

## Criteria

Your grade for English 1A will be determined by the following major writing assignments:

Assignment	Weight
Video Essay: What Would You Save?	20% of overall grade
Op-Ed: What Should We Save?	25% of overall grade
Study Guide: <i>All We Can Save</i>	5% of overall grade
Rhetorical Analysis: <i>All We Can Save</i>	30% of overall grade
Writing Portfolio and Self-Reflection Essay	10% of overall grade
Packback Questions	10% of overall grade

## Breakdown

Since this is a writing course, you will be expected to complete and submit all of the major essays assigned in this course. Along with each of these writing assignments, you will need to complete related in-class activities and homework, including weekly online discussion posts on Packback. Since our goal in English 1A is to establish a productive and supportive learning community, please come to class ready and willing to engage with others in class discussions as well as small group and individual activities. No extra credit options are available for this course.

A	94% - 100%
A-	90% - 93%
B+	87% - 89%
B	84% - 86%
B-	80% - 83%

C+	77% - 79%
C	74% - 76%
C-	70% - 73%
D+	67% - 69%
D	64% - 66%
D-	60% - 63%
F	≤59%

## 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>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

This schedule is subject to change with fair notice via the Canvas messaging system.

### Abbreviations:

- *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*, edited by Ayana Elizabeth Johnson & Katharine K. Wilkinson, is abbreviated as AWCS
- *They Say, I Say: The Moves that Matter in Academic Writing*, by GERAL Graff & Cathy Birkenstein, is abbreviated as TSIS.

When	Topic	Notes
Week 1	Introduction to Course	<p><b>Readings/Viewings</b></p> <ul style="list-style-type: none"> <li>◦ <a href="#">"Resident of Tottori Town Documents Environment Teeming with Animal and Plant Life." NHK World - Japan. 22 July 2022</a></li> <li>◦ Coason, Jane. "Try to Resist the Call of the Doomers," NYTimes, 23 July 2022.(.pdf available on Canvas)</li> </ul> <p><b>Assignments/Activities</b></p> <ul style="list-style-type: none"> <li>◦ Course overview</li> <li>◦ Introductions</li> <li>◦ The Rhetorical Situation: Purpose, Audience, and Context</li> <li>◦ First major writing assignment, <b>Video Essay: What Would You Save?</b>, is assigned.</li> </ul>
Week 2	Video Essay: What Would You Save?	<p><b>Readings/Viewings</b></p> <ul style="list-style-type: none"> <li>◦ <a href="https://www.scientificamerican.com/article/20-big-questions-about-the-future-of-humanity/">"20 Big Questions about the Future of Humanity." Scientific American, Scientific American, 1 Sept. 2016.</a> (<a href="https://www.scientificamerican.com/article/20-big-questions-about-the-future-of-humanity/">https://www.scientificamerican.com/article/20-big-questions-about-the-future-of-humanity/</a>)</li> </ul> <p><b>Assignments/Activities</b></p> <ul style="list-style-type: none"> <li>◦ <b>Deadline to upload first draft of video essay to Canvas: Wednesday, 8/31, at Midnight.</b></li> <li>◦ <b>Packback #1 due Wednesday, 8/31, at 9 a.m.</b></li> </ul>

When	Topic	Notes
Week 3	Video Essay: What Would You Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Introduction: Entering the Conversation. TSIS, pp 1-18.</li> <li>◦ Chapter 12, "I Take Your Point." Entering Class Discussions, TSIS, pp. 172-6.</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Peer Review of Video Essay: What Would You Save? during class on Wednesday, 9/7.</li> <li>◦ Packback #2 due Wednesday, 9/7, at 9 a.m.</li> </ul>
Week 4	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>• Alexandria Villaseñor. "A Letter to Adults." AWCS, pp 323-27.</li> <li>• Naomi Klein. "On Fire." AWCS, pp. 39-48.</li> <li>• Part 1, "They Say." TSIS, pp. 19-52.</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Deadline to upload final draft of video essay: Wednesday, 9/14, at Midnight.</li> <li>◦ Packback #3 due Wednesday, 9/14, at 9 a.m.</li> <li>◦ Campus Reading Event: A Conversation with Environmental Activist Xiuhtezcatl Martinez</li> </ul>
Week 5	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ <a href="https://thebaffler.com/salvos/history-wont-judge-weld">Kirsten Weld. "History Won't Judge." <i>The Baffler</i>, 8 Sept. 2021 (https://thebaffler.com/salvos/history-wont-judge-weld)</a>(https://thebaffler.com/salvos/history-wont-judge-weld)</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Packback #4 due Wednesday, 9/21, at 9 a.m.</li> </ul>
Week 6	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> <li>◦ Part 2. "I Say." TSIS, pp. 57-106.</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Packback #5 due Wednesday, 9/28, at 9 a.m.</li> </ul>
Week 7	Op-Ed: What Should We Save?	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Deadline to upload first draft of newspaper editorial to Canvas: Monday, 10/3, at Midnight.</li> <li>◦ Peer Review of Newspaper Editorial: What Should We Save? during class on Wednesday, 10/5.</li> <li>◦ Packback #6 due Wednesday, 10/5, at 9 a.m.</li> </ul>
Week 8	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> <li>◦ Ayana Elizabeth Johnson &amp; Katharine K. Wilkinson, "Begin." ALCS. pp. xvii-xxiv.</li> <li>◦ Part 3. "Tying It All Together." TSIS, pp. 107-171.</li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ Deadline to upload final draft of newspaper editorial to Canvas: Wednesday, 10/12, at Midnight.</li> <li>◦ Packback #7 due Wednesday, 10/12, at 9 a.m.</li> </ul>



When	Topic	Notes
Week 9	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>• Packback #8 due Wednesday, 10/19, at 9 a.m.</li> </ul>
Week 10	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>• Packback #9 due Wednesday, 10/26, at 9 a.m.</li> </ul>
Week 11	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>• Packback #10 due Wednesday, 11/2, at 9 a.m.</li> </ul>
Week 12	Rhetorical Analysis: All We Can Save	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>Deadline to upload first draft of rhetorical analysis on Canvas: Monday, 11/7, at Midnight.</b></li> <li>◦ Peer Review of Rhetorical Analysis: All We Can Save during class on Wednesday, 11/9.</li> <li>◦ Packback #11 due Wednesday, 11/9, at 9 a.m.</li> </ul>
Week 13	Writing Portfolio and Self-Reflection	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>Deadline to upload final draft of rhetorical analysis to Canvas: Wednesday, 11/16, at Midnight.</b></li> <li>◦ Packback #12 due Wednesday, 11/16, at 9 a.m.</li> </ul>
Week 14	Writing Portfolio and Self-Reflection	<p>Readings/Viewings</p> <ul style="list-style-type: none"> <li>◦ Readings, selected by the class, from <i>All We Can Save</i></li> </ul> <p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>• No class scheduled on Wednesday, 11/23, due to the Thanksgiving holiday.</li> <li>• Packback #13 due Wednesday, 11/23, at 9 a.m.</li> </ul>
Week 15	Writing Portfolio and Self-Reflection	<p>Activities/Assignments</p> <ul style="list-style-type: none"> <li>◦ <b>Deadline for first draft of Writing Portfolio and Self-Reflection: Monday, 11/28, at Midnight.</b></li> <li>◦ Peer Review of Writing Portfolio and Self-Reflection during class on Wednesday, 11/30.</li> <li>◦ Packback #14 due Wednesday, 11/30, at 9 a.m.</li> </ul>
Week 16	Writing Portfolio and Self-Reflection	<p>Assignments/Activities</p> <ul style="list-style-type: none"> <li>◦ <b>Deadline to upload culminating activity of the semester: The Writing Portfolio and Self-Reflection to Canvas is Tuesday, 12/14, at 12 Midnight.</b></li> <li>◦ Packback #15 due Wednesday, 12/7, at 9 a.m.</li> </ul>