

First Year Writing Section 40

ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/25/2024

Course Information

Section 40 Location/Days/Time:

Boccardo Business Center 121

Tues/Thurs 3:00-4:15 pm

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

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. We will read both in class and for assignments. All readings are free and will be posted on Canvas.

Theme: What is the role of human interaction in a world where AI is on the rise? Readings and class discussions in Engl 1A will examine friendships, learning, relationships, and communication in a world where AI is shifting how we write, think and interact with others.

In class participation: Engl 1A is an in-person course and regular participation is essential to succeed. Attendance will be noted each day, and points will be assigned for coming to class. Engl 1A is an interactive class, so it will be difficult to make up missed work online. Students who have specific conflicts that prevent attending class should email the teacher to discuss how to catch up.

Academic Integrity: As a SJSU student, your commitment is to learning. The [University Academic Integrity Policy](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Note about AI: The focus of Engl 1A is to learn the *process* of writing, including generating your own unique ideas, drafting, revising, and finishing your work. AI tools are a reality in the college classroom, but because 50 percent of your grade for each major assignment is based on revision, AI will have limited use in Engl 1A. Furthermore, you will write a graded reflection essay at the end of each assignment where you will examine how you changed your drafts from start to finish, including if and how you used AI in your writing process and whether it helped or hindered your learning. If I detect unauthorized use of AI in a writing assignment, I will return the paper ungraded and require the student to meet with me individually.

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. For Engl 1A Section 40, your portfolio will serve as the final exam. As such, it is due on May 21 by 5pm.

Diversity and class discussions

SJSU is a wonderfully diverse learning environment, and this course is designed to build on the strength of our different backgrounds. However, our readings and class discussions may raise sensitive and challenging questions, and in preparation we will create norms for how to deal with potential conflict or inappropriate comments during the first week of the semester. I hope we will try to interact with each other from a place of mutual respect and learning, which require both an open mind and an open heart. Although I doubt it will come to this, any behavior that threatens the learning environment and the safety of the classroom will not be tolerated.

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. Other course structures will have equivalent workload expectations as described in the syllabus.

Faculty Web Page and MYSJSU Messaging

We will use Canvas extensively for Engl 1A, so it is critical that students check Canvas regularly, including messages from the instructor. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. For help with using Canvas see Canvas Student Resources page.

University Policies

Per [University Policy S16-9](#), 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](#). Make sure to visit this page to review and be aware of these university policies and resources.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](#) at to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#).

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112

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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 Goals

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More information about the General Education Program Learning Outcomes (PLOs) can be found on the [General Education website](#).

Course Goals

English 1A General Education Learning Outcomes (GELO) Upon successful completion of this GE course, students 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 the whole writing process and why each step in the process is important.
3. Articulate an awareness of and write according to the rhetorical features of texts, including purpose, audience, context, and rhetorical appeals.
4. Integrate your own 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.

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

You are not required to purchase a textbook for this class. However, you will need to find or buy a notebook that you can use as a journal for Engl 1A. You can reuse an old notebook or buy a special journal for this class. It's up to you, but you need to bring it to every class or you can leave it with me.

In addition, there will be frequent required readings for Engl 1A that will be posted on Canvas. Students will need to check their email and visit Canvas frequently for updates.

Finally, I highly encourage you to purchase a grammar and style guide - (yes, a physical book)- that you can use as a reference throughout your college years. Yes, Grammarly is great (I am a fan), but a Google extension is not going to teach you how to make your writing more clear or grammatically correct. By using a guide, you will engage your brain to remember when to use a comma or even the mysterious semi colon. A few of my favorite grammar/usage guides are:

Woe Is I: The Grammarphobe's Guide to Better English in Plain English (Fourth Edition), by Patricia O'Connor. Grammar can even be funny...or kind of.

Elements of Style, Fourth Edition, by William Strunk and E.B. White. It's not perfect, but it's a classic for a reason.

Writing Journal

You will need to find or buy a notebook that you can use as a journal for every class. You can reuse a spiral notebook from another class with leftover pages or buy a blank notebook or journal specifically for Engl 1A. Your journal is yours and yours only! You can leave your journal with me at the end of each class if you are afraid of losing it, or keep it and bring it to class each Tues/Thurs.

I will collect the journals at the mid point of the semester and again at the end to record whether students are doing the writing in each class. Your journal writing is not graded, but rather it is factored into your overall participation grade. You cannot make up journal writing for classes you miss unless you have permission from the instructor.

Course Requirements and Assignments

This Engl 1A Course will have four major writing assignments and a final portfolio project, along with an introductory expository essay, journal writing, reading response assignments, and other writing throughout the semester.

The four major assignments are:

1. Personal narrative essay (PN)
2. Rhetorical analysis essay (RA)
3. Persuasive essay (PE)
4. Multi-modal composition (MM)

Plus, the culminating assignment: Final Portfolio

A note about college writing (this is in the “try not to worry” category): Most students come into their first college writing class feeling intimidated about academic writing and believing that they are not good writers because writing is hard for them. Here’s the reality: writing is hard for everyone (even people who are ‘writers’), and the only way to get through it is to do it. As a result, we will practice writing in this class. A lot! We will do journal writing at the start of every class, write multiple drafts of every major assignment, learn how to give and receive feedback, and revise our writing many times.

Every student has the capacity to succeed in this class if they put in the work, regardless of the writing skills or experience they had prior to enrolling at SJSU. In short, you all belong in the college writing classroom, and we will be tackling this thing called college writing together. If you are here, you can do this!

I will create a set of complete directions for each assignment, which will be posted on Canvas and discussed in class. Assignments will include reading, formal and informal writing, and, in some cases, research. Throughout both reading and writing, we will use multiple modes of communication (oral, written, digital, and visual).

My goal for Engl 1A Section X is that every student will succeed and pass the course. If you come to class and do the work, you will get at least the C- grade required to earn credit for Engl 1A. If you are struggling, I am here to help you!

Success in Engl 1A requires five simple things:

- 1) Do the reading and homework
- 2) Come to class and participate (see below for more details)
- 3) Engage in the writing process by drafting, revising and re-writing each major assignment
- 4) Complete work on time
- 5) Get in touch with me if you fall behind or need help!

Grading in Engl 1A Sect 1A: A central goal of Engl 1A Sect X is for students to learn the writing process, so most major assignments will require drafting, writing, revising, and re-writing to earn full credit. 50 percent of your final grade for these assignments will be based on revision, so engaging in the writing process is critical to getting a good grade in Engl 1A. We will spend time in class reviewing each other's writing and I will provide extensive comments on rough drafts in Canvas. All final drafts must reflect revision from initial drafts and show that the student has incorporated feedback received from peers and the instructor. (See University Grading System Policy F18-5 for more information about grading at SJSU).

The culminating project for English 1A is a writing portfolio, where you will collect samples of your writing that illustrate what you have learned during the semester. You will also write a reflection about your progress as a writer and your goals moving forward. We will go over the portfolio in class and there will be time to work on it at the end of the semester.

Format: All essays should be double-spaced and typed in 12-point Times New Roman font. The student’s name, professor’s name, course number and section, and the due date must be located at the top left corner of the first page. Please see the Essay Sample under the “Files” tab on Canvas for more information

on how to properly format your essays.

Classroom Participation

The goal of Engl 1A is to help students learn to write in a supportive classroom environment. To meet this goal, it's essential that you are in class and participate actively on a regular basis. Simply put, you cannot pass Engl 1A this semester without coming to class on a regular basis. The good news is that students who attend class, actively participate, and do the required work will have no trouble doing well!

Active participation for this course requires coming to class prepared and on time, contributing to small group and class discussions, and completing in class activities. Your in-class writing will not be graded but will contribute to your overall participation grade.

Each class is worth five participation points, which will total 15% of your final grade. As such, it is the easiest part of your grade to control. However, life happens: If you have extenuating circumstances that prevent you from coming to class (illness, family emergency, etc.), please let me know as soon as possible. (See [F15-12, University Policy, Attendance and Participation](#) for more information about SJSU policy on attendance). If you chose not to come to class and do not contact me to explain why you are absent, it will negatively impact your grade.

✓ Grading Information

Points and Grades

Below is a breakdown of the number of words per assignment, the points per assignment and how the assignment relates to your final grade for the course. In addition, you can see how each assignment contributes to the course goals or "General Learning Outcomes" (GELO) for Engl 1A. Please note that the cumulative grade that displays on Canvas does not reflect the grade that you will get in Engl 1A, as it does not take into account attendance, class participation, or journals.

	# of words	# required	Points Per	Point Total	% of Final Grade	GELOs covered
Reading Responses	250 each	9*	10	90	9%	
Subtotal RR				90	9%	GELO 1, 2, 3

In class Attendance	NA	25	4	100	10%	
Journals	varies	25	2	50	5%	
Subtotal	2500			150	15%	GELO 1, 2
Expository essay about AI						
In class rough draft	500		25			
Reflection	300		25			
Subtotal	800			50	5%	GELO 1, 2, 3
Personal Narrative						
outline/ideas	500		25			
RD 1	1000		25			
RD 2	1000		25			
Final draft	1000		100			
Reflection	300		25			

Subtotal Personal Narrative	3800			200	20%	GELO 1, 2, 3, 4
Rhetorical analysis essay						
RD 1	750		25			
Final draft	750		75			
Reflection	300		25			
Subtotal	1500			125	12.5%	GELO 1, 2, 3, 4
Persuasive essay						
Outline	500		25			
RD 1	1000		25			
RD 2	1000		25			
Final draft	1000		100			
Reflection	300		25			
Subtotal	3800			200	20%	GELO 2, 3, 4

Multi modal presentation						
Proposal	250		20			
Submission	500		75			
Discussion boards (3 at 100 each)	300		15			
Subtotal	1050			110	11%	GELO 2, 3, 4
Portfolio essay	600			75	7.5%	GELO 2, 5
	Total words (approx.)			Total points		
	15,000			1000		

*= there are 10 possible Reader Responses, but only 9 are required. You can skip one of the Reader Responses or do all ten for extra credit.

Grading Information

All work must be submitted by the time noted in the assignment on Canvas. If you are expected to bring a printed copy to class in addition to submitting your assignment on Canvas, that will be noted on the assignment page. If there is a reason you cannot make a deadline, please contact me before the deadline.

Please note: Students must receive a C- or higher to pass the course and get the Area A2 GE credit toward the degree. Students who do not earn at least a C- in English 1A must retake it.

Policy for late work

Life happens and we all need help sometimes meeting our deadlines. I'm willing to be flexible, but only if you let me know ahead of time. I don't want to hear the day after an assignment is due that you need an extension. In general, work that is handed in late without permission will lose -5%-10% of the final grade for the assignment, depending on how late it is submitted.

A note about grammar and Standard English rules

Every writer comes with their own unique voice, background, language skills and knowledge of grammar rules and conventions. In our exploration of language, voice, and rhetoric this semester, we will consider when and how to use different forms of English depending on the genre and purpose of your writing. For formal essays, we will be learning the rules and conventions of college writing and will review grammar and punctuation together as needed. Writing is re-writing and part of the drafting process is to identify and fix usage errors with a goal of creating coherent, clear written text. For your final draft submissions, I expect you to have made demonstrated effort to use correct grammar and punctuation and to submit comprehensible and cohesive work. If you struggle with issues such as grammar, essay structure, or punctuation, you are not alone. Raise the issues that challenge you, and let's work on them 1:1 or as a class. I'm happy to can set up time to go over any specific questions you have.

A very important note about getting help!

No one can do it alone and we all need help. That's why SJSU has established many resources for getting academic and emotional help. Please take advantage of these free resources when you are feeling stressed or anxious about a writing assignment in Engl 1A (or other classes). If at any time in the semester, you need help managing the demands of this course or any aspect of college life, reach out to me or one of the SJSU student resources listed below. SJSU Writing Center

The SJSU Writing Center is located in the Main Library on the Second floor and offers free 1:1 tutoring and workshops. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <https://www.sjsu.edu/writingcenter/>, or call them at 408 924-2308. Appointment hours: Mon-Thu 10:00 am – 7:00 pm; Friday 10:00 am – 3:00 pm. Drop-in hours: Mon-Thu 10:00 am - 3:00 pm.

SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

SJSU Peer Connections offers support and workshops on a wide variety of topics including improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and more. Visit Peer Connections website at <https://www.sjsu.edu/peerconnections/index.php> for more information.

Breakdown

Grade Scale

Your final grade in the course will be recorded as a letter grade, ranging from A to F. I will use + and – grades to refine the evaluation within the letter-grade categories.

Please note that the cumulative grade that displays on Canvas does not reflect the grade that you will get in Engl 1A, as it does not take into account attendance, class participation, or journals.

Course grades will be using the following scale:

Grade	Points	Percentage
A	940 to 1000	94 to 100%
A -	900 to 939	90 to 93.9%
B +	870 to 899	87 to 89.9%
B	840 to 869	84 to 86.9%
B -	800 to 839	80 to 83.9%
C +	770 to 799	77 to 79.9%
C	740 to 769	74 to 76.0%
C -	700 to 739	70 to 73.9%
D +	670 to 699	67 to 69.9%

D	640 to 669	64 to 66.9%
D -	610 to 639	61 to 63.9%
F	BELOW 610	

Grade Criteria

Requirements for each assignment will vary, but in all cases, grades will reflect the assignment's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. Please see the rubrics for specific grading criteria for each assignment.

Extra credit

There are 10 assigned Reading Responses throughout the semester but only 9 are required to gain full credit. You can choose to do all 10 Reading Responses and gain the extra points or skip one at any time.

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Weekly Class Flow and Assignment Due Dates

“Being a good writer is 3% talent, 97% not being distracted by the Internet.”

—Anonymous

Please note that specific assignments may change over the course of the semester. Always check Canvas for the most up to date information.

Week	Date	In class focus	Due	Assignments
1	Jan 25	Introductions		Read "Shitty First Drafts" (pdf on Canvas), do Reader Response (RR) #1 and student survey sent via email
2	Jan 30	Overview of Engl 1A, exploring the major assignments, what is expository writing?	RR#1	Read <i>The Washington Post</i> opinion article about AI and college teaching (pdf on Canvas), and do RR #2
	Feb 1	Expository Essay in class	RR #2	Review expository essay (EE) and submit 300 word analysis of how you would revise it
3	Feb 6	Intro to Personal Narrative (PN) essay project	EE revision analysis	Read " I Need You to Say I ," from Writing Spaces (free online text) and do RR #3
	Feb 8	Storytelling	RR #3	Personal Narrative (PN) outline
4	Feb 13	PN story elevator pitch and peer workshop	PN outline	Personal Narrative (PN) Rough Draft #1
	Feb 15	Peer Review for PN Rough Draft #1	PN Rough Draft #1	Read " What Is that Supposed to Mean? Using Feedback on Your Writing ," from Writing Spaces and do RR #4
5	Feb 20	Writing dialogue to enhance your personal narrative	RR #4	PN Rough Draft #2

	Feb 22	Peer Review for PN Rough Draft #2	PN Rough draft #2	PN Final Draft
6	Feb 27	In class reflection essay Intro to rhetorical persuasion	PN Final Draft	Read " Three Ways to Persuade ," and do RR #5
	Feb 29	Exploring the three classical appeals	RR #5	Read "America Is Dangerously Lonely," (pdf on Canvas) and do RR #6
7	Mar 5	Audience, purpose, message: Zombie Apocalypse	RR #6	Read, "TY, Love You, See You Soon," (pdf on Canvas) and do RR #7
	Mar 7	Rhetorical analysis practice and logical fallacies	RR #7	Rhetorical Analysis essay (RA) Outline
8	Mar 12	Exploring rhetorical analysis essay examples	RA Outline	RA Rough Draft
	Mar 14	Peer Review with RA Rough Draft	RA Rough Draft	RA Final Draft
9	Mar 19	In class reflection essay about the RA project Intro to Persuasive Essay project	RA Final Draft	Read, "Why are Gen Zers Valuing Friendships over Romance?" (pdf on Canvas) or Listen to the podcast: " Throughline: A More Perfect Human " and do RR #8
	Mar 21	Explore persuasive rhetoric	RR #8	Watch the TED talk, " Friend a Day for a Year ," and do RR #9

10	Mar 26	Paragraph structure and Persuasive Essay topic exploration	RR #9	Persuasive Essay (PE) outline
	Mar 28	Persuasive Essay elevator pitch and how to find reliable sources	PE outline	Start working on Persuasive Essay (PE) rough draft #1
11	Apr 2	SPRING BREAK		
	Apr 4	SPRING BREAK		
12	Apr 9	Analyze persuasive essay student examples		Persuasive Essay (PE) rough draft #1
	Apr 11	Peer review for PE Rough Draft #1	PE rough draft #1	Persuasive Essay (PE) outside sources draft list
13	Apr 16	Identifying reliable outside sources and integrating references	Persuasive Essay (PE) outside sources draft list	Persuasive Essay (PE) final draft
	Apr 18	Peer Review with PE Rough Draft #2	PE Rough Draft #2	Persuasive Essay (PE) rough draft #2
14	Apr 23	In class reflection essay Intro Multi Modal (MM) project	PE Final Draft	Read "Being There," (pdf on Canvas) and do RR #10
	Apr 25	Portfolio overview (required final project for all Engl 1A students)	RR #10	Multi modal (MM) proposal

15	Apr 30	Multi modal workshop	MM proposal	Work on MM project
	May 2	Multi modal presentations with graded discussion post for providing feedback to peers	MM presentations	MM Presentations and graded discussion boards
16	May 7	Multi modal presentations with graded discussion post for providing feedback to peers	MM presentations	MM Presentations and graded discussion boards
	May 9	Multi modal presentations with graded discussion post for providing feedback to peers	MM presentations	MM Presentations and graded discussion boards
	May 21	"Final exam" - no in person meeting	Portfolio due 5:00 pm, no extensions	