

San José State University
Department of English and Comparative Literature

English 71: Creative Writing (Section 01) – Fall 2020

Course and Contact Information

Instructor:	Jill Logan
Office Location:	Online (via Zoom link on Canvas)
Email:	jill.logan@sjsu.edu
Office Hours:	TTh 3:00-4:00 or by appointment
Class Days/Time:	Online (MW 3:00-4:15 in course schedule)
Classroom:	Online

“Write. Rewrite. When not writing or rewriting, read. I know of no shortcuts.”

– Larry L. King

What will we do in this course?

This course will examine works of poetry, creative nonfiction and short fiction as expression of human intellect and imagination, to comprehend the historic and cultural contexts, and recognize issues related to writing by people of diverse cultural traditions. Students will also write poetry, creative nonfiction, and a short fiction. This is a 3-unit lower-division course designed and administered by the Department of English & Comparative Literature at San Jose State University in accordance with the University’s General Education Program Guidelines to fulfill Core General Education requirements in the “C2” Letters area of Humanities & the Arts.

In short, we will explore how creative texts work – open them up, understand how they’re put together, how they live and breathe. Hopefully that understanding can help us to better create and develop our own writing. Does this make us doctors? Mad scientists? Nurturing parents? I’ll let you choose the metaphor. You will be responsible for short written responses to readings, participating in online class discussions and activities, reading and responding to each other’s work, and creating a portfolio of your own work. Above all, I ask that you be respectful of each other and of your own writing.

Learning Outcomes and Course Goals

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

SLO 1: Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric

SLO 2: Show familiarity with major literary works (of poetry), genres (styles), periods, and critical approaches to British, American, and World Literature.

SLO 3: Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

Additionally, students enrolled in this class will learn to:

- Decipher and understand the form and content of assigned literary works;
- Comprehend the historical and cultural contexts of assigned literary works;
- Recognize the accomplishments of and issues related to writing by individuals representing diverse cultural traditions;
- Acquire through both individual and collaborative/workshop efforts of a written and oral nature the skills necessary for reading, discussing, analyzing, interpreting, and – most importantly – emulating and writing works of poetry, creative nonfiction, and short fiction;
- Communicate such skills with clarity and precision;
- Develop an appreciation of literary works as expressions of human intellect and imagination, and as representations of diverse human cultures;
- Respond to literature through clear and effective communication in both written and oral work;
- Read and respond to texts with both analytical acumen and personal sensibility;
- Appreciate how literary works illuminate enduring human concerns while also representing matters specific to a particular culture;
- Write works of poetry, creative nonfiction, and short fiction that are of interest and value to the writer, to other students in the course, and to a diverse reading audience.

What books do I need?

Textbooks

- *Write Moves: A Creative Writing Guide & Anthology* (2016) Broadview, ISBN 978-1554812264
Available at San José University Spartan Bookstore

What else do I need?

- Electronic device (laptop, desktop or tablet) with a camera and built-in microphone. [SJSU has a free equipment loan program available for students.](#)
- Reliable Wi-Fi with access to email, Canvas, Google Docs, and Zoom. [See the Learn Anywhere website for current Wi-Fi options on campus.](#)
- *Optional* Ability to print manuscripts, if useful to you

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Where Can I Find Assignments and Materials?

Assignments and due dates are listed in the Schedule at the end of this Syllabus. Course materials can be found on Canvas. Be sure to use the Calendar and Syllabus links on Canvas to see what due dates or meeting dates are coming up. You can also retrieve Zoom links through the Canvas calendar.

Remember to check your SJSU email to learn of any announcements or updates to our schedule.

Zoom sessions will be recorded and made available for reviewing.

How Is Our Canvas Course Organized?

The course is organized into weekly modules (1-17). Because you're not fully working through the course at your own pace, but rather we're all moving together as a cohort of writing colleagues, you'll see that only the current and next weekly modules are released at a time. For each week, you'll find the following tasks: [Read](#), [Zoom Meeting](#), [Watch Video](#). You'll also find [Due dates for Reading Responses, Practice Activities, and other Assignments](#).

How should I get organized for this class?

Because you will be reflecting on your writing process, it's important that you track the artifacts of your development for each piece, as well as for your development as a writer. To this end, I suggest that you find a way to organize (digitally or otherwise) the following sections: Poetry, Fiction, Nonfiction. As we move through the class, use these sections to keep your drafts, critiques, and reflections. You'll find that this gives you a lot more material to work with when you get to your Final Portfolio.

What kind of assignments will we do?

Writing Assignments

You will submit the following writing assignments over the course of the semester to workshop with either small or large reading groups:

Poetry	Imagery poem Sound poem Centio poem Chosen form poem
Fiction	Short Story
Creative Nonfiction	Personal Essay

I will provide instructions for each assignment listed above on Canvas.

Reading Responses

Throughout the class you will be required to post a Reading Response, usually in conversation with the textbook. I will post a prompt relating to the assigned reading, and you will write a response to it. Please enter them in the text box rather than as attachments. We will use these responses in various

ways to analyze the works of others and to try out techniques for our own writing. **Responses must meet posted word count requirements to receive full credit.**

Practice Activities

These activities will vary in form and purpose, and I will give individual instructions on them on Canvas. Some will require commenting on peers' activities, while some will not.

Poetry Packet

At the end of our poetry unit, you will submit a packet that includes annotations of your revised poetry, as well as a short essay discussing your revisions and your revision process.

Workshop Submissions

The ability to give and receive constructive criticism is crucial to your development as a writer. We will do so with the tact and decorum that such work demands, especially in the workshop setting. Your ideas may be challenged, but we will strive to ensure that such challenges are neither personal nor malicious. My guidelines for workshop conduct are best summed up by the poet Liam Clancy: **"No fear. No envy. No meanness."**

You will submit **4 poems** for our Small Group Workshops and **one longer work (Short Story or Personal Essay)** for our Large Group workshops. Short stories and Personal Essays not workshopped in Large Group will be workshopped later in Small Groups.

Small Group

During the Poetry unit we will have Small Group Workshop. I will assign you to reading groups, with whom you will workshop your poems. After one of these workshops, you will have a 1-on-1 conference with Jill to discuss your work and revision plans at that point. We will also have Small Group Workshops for longer works not already workshopped by the larger group, as well as for Revision Activities.

Large Group

For the longer genres, we will workshop 5-6 writers per week. You will be required to workshop one longer piece (Short Story or Personal Essay). We will sign up for slots early in the semester. You will need to post a shared Google Doc link to your work to Canvas **one week before you are scheduled to be workshopped**. This will give your peers time to thoroughly read and comment on your work.

After your Large Group workshop, I will give you a **Revision Activity** to complete. These are meant to help you to experiment and re+vision your work. You'll try the activity and reflect on how it affected the way you think about your piece. You will also have a **1-on-1 conference** with Jill to discuss your work and revision plans at that point.

Workshop Critiques

You will submit a critique letter for each of your classmates for Large Group workshops. For each manuscript that you critique, you'll need to make comments on the manuscript itself and to submit a critique letter addressed to the author.

In commenting on your peers' work:

- Focus your comments on the work and never on the author. It should be as if we're discussing a manuscript that arrived with no name on it.
- It is not acceptable to issue insults or to praise sarcastically. Likely, some of the work we read will not meet your exact taste. That should not prevent you from delivering a sound analysis of its strengths and weaknesses.

When critiquing a manuscript:

- Read it once without marking it, while asking yourself what the author is trying to accomplish, and how the piece might improve and become what it seeks to be. Then go back and read it again, annotating it to show what works well and what doesn't work so well.
- List the elements of the manuscript that are working well. Compliment parts that are effective or that elicit a particular emotional reaction from you.
- Question the way in which the work proceeds. What isn't quite clear? What needs more development?

Final Portfolio

At the end of the semester, you will turn in an e-portfolio of substantially revised work. The Final Portfolio must include:

- Critical introduction
- 4 revised Poems + earlier drafts
- 1 revised Short Story + earlier drafts
- 1 revised Personal Essay + earlier drafts

Note: A revision is a reworking of an earlier draft. The correction of spelling or grammatical errors does not constitute a revision. Rather, revision requires considering the whole, re-imagining events or sequences, and rewriting what can be improved.

Assignments

Type	Number of Words	Learning Outcome
Reading Responses	100-200 each	SLO 1/2
Practice Activities	Varies	SLO 1/2/3
Imagery poem	Varies	SLO 2/3
Sound poem	Varies	SLO 2/3
Centó poem	Varies	SLO 2/3
Chosen form poem	Varies	SLO 2/3
Poetry Packet	1000	SLO 1/3
Short story	1500-2000	SLO 2/3
Personal Essay	1000-2000	SLO 2/3
Revision Activity	Varies	SLO 3

Type	Number of Words	Learning Outcome
Small Group Workshop Critiques	200 each	SLO 1
Large Group Workshop Critiques	300 each	SLO 1
Final Portfolio	Varies	SLO 3

Grading Policy

The percentage breakdown for the class is as follows:

Assignment	% of Course Grade
Reading Responses	10%
Practice Activities	10%
Imagery poem	2%
Sound poem	2%
Cento poem	2%
Chosen form poem	2%
Poetry Packet	12%
Short story	10%
Personal Essay	10%
Revision Activity	5%
Small Group Workshop Critiques	5%
Large Group Workshop Critiques	10%
Final Portfolio	20%

Grading Scale:

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%

This course must be passed with a C or better as a CSU graduation requirement.

If you do not understand the reason you received a specific grade, please ask for clarification *at least 24 hours after receiving it, and at most one week after.*

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of

their course grades.” 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.

Conferences

You will schedule **two 20-minute conferences** with Jill after workshopping one of your poems and after the large group workshop of either your Short Story or your Personal Essay. Most conferences will be held MW between 3:00 and 4:15, but we’ll try to find times that work well for both of us. We’ll schedule these times once the semester is underway. Although these conferences are meant to specifically discuss certain works, please remember that I’m happy to discuss any of your work at any time during the writing process during my office hours or by appointment.

Is late work accepted?

Any work not turned in by the assigned time/date will be lowered **10% per day** up to 3 days.

What is expected of me in this class and what can I expect?

Your task as a student will be to take advantage of the readings and instruction, and to embrace the processes of writing and reading. To help foster a positive writing community, I expect that students will treat each other and me with respect and dignity at all times, and that you will give your full attention to your work and to the work of your peers.

You can expect that I will treat you as an individual, and that I will challenge you to think, experiment, and create. I am happy to talk to you about any concerns or questions by email or during my office hours.

What Should I Know About Zoom Policies?

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with Jill about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Where Can I Go to Get Help with Canvas?

You should contact SJSU Technical Support for Canvas:

Email: ecampus@sjsu.edu

Phone (408)924-2337

<https://www.sjsu.edu/ecampus/support/>

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. Also, please note per university policy, "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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: In this policy you will notice that it is considered "cheating" to submit previously graded work for a grade in another class, as well as to submit the same work simultaneously in two or more classes. **This means that you cannot submit a poem, short story, or personal essay for this class that you have also submitted for another class.** Any such submissions will receive a "0" and I will take the appropriate administrative actions.

Turn it In will also be used with Canvas submissions for writing assignments. You may view this [example tutorial \[pdf\]](#) of what to expect, as well as the [plagiarism tutorial](#) resource available from the MLK library.

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](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The 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>.

Course Schedule*

English 71: Creative Writing (Section 01) – Fall 2020

*Like any working draft, this schedule is subject to revision. I will alert you to changes through class announcements and email.

*All assignments due by 11:59 PM on the date listed *unless otherwise noted*

Module/ Week	Date	Readings, Assignments & Deadlines
1	W 8/19	Zoom meeting @ 3:00: Introductions and Meet Your Classmates Watch Video: Go over the Syllabus with Jill Read: Syllabus
	F 8/21	Due: Practice Activity (Questions about the Syllabus) Due: Practice Activity (Characters in Your Class)
2	M 8/24	Watch Video: The Week Ahead Watch Video: Defamiliarization Read: "Why Write" (19-24) in <i>Write Moves</i> Read: Self-Portrait Poems
	W 8/26	Due: Reading Response 1 (Why we write)
	Su 8/30	Sign up for Short Story/Personal Essay workshops Due: Reading Response 2 (Self-Portrait Poem) Due: Practice Activity (Guided Lines poem)
3	M 8/31	Watch Video: The Week Ahead Watch Video: Revision Process Read: "Revision" (48-61) in <i>Write Moves</i> Read and Save: Review Poetry Revision Checklist Sign up for Poetry Conference with Jill

Module/ Week	Date	Readings, Assignments & Deadlines
	Tu 9/1	Choose 1: Due: Practice Activity (Cut-up + Reflect) <i>or</i> Due: Practice Activity (Line/break + Reflect)
	W 9/2	Watch Video: The Week Ahead Watch Video: Imagery Read: "Image, Detail, and Figurative Language" (67-79) in <i>Write Moves</i> Due: Reading Response 3 (Revision process)
	Su 9/6	Due: Reading Response 4 (Discuss and imitate) Due: Practice Activity (Practice with Objective Correlative) Look ahead: Imagery Poem Assignment
4	M 9/7	LABOR DAY - NO CLASS
	W 9/9	Watch Video: Sound Read: "Sound" (80-92) in <i>Write Moves</i> Look ahead: Sound Poem assignment
	F 9/11	Due: Reading Response 5 (Discuss and imitate) Due: Practice Activity (Playing with Sound)
	Su 9/13	Look ahead: Guidelines for Poetry Critiques Due: Discussion post (Meet Your Poetry Reading Group)
5	M 9/14	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Read: "Writing Poems" (139-155) in <i>Write Moves</i> Due: Imagery poem Look ahead: Cento Poem Assignment

Module/ Week	Date	Readings, Assignments & Deadlines
	Tu 9/15	Due: Reading Response 6 (Find a poem)
	W 9/16	Zoom conferences @ 3:00-4:15 Look ahead: Chosen Form Poem Assignment Due: Peer Critiques for Imagery Poem
	F 9/18	Due: Sound poem
	Su 9/20	Due: Peer Critiques for Sound Poem
6	M 9/21	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Review: Poetry Revision Checklist Due: Cento poem Look ahead: Poetry Packet Assignment
	W 9/23	Zoom conferences @ 3:00-4:15 Due: Peer Critiques for Cento Poem
	F 9/25	Due: Chosen Form poem
	Su 9/27	Due: Peer Critiques for Chosen Form Poem
7	M 9/28	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Watch Video: Predicament and Plot Read: "Writing Stories" (156-172) in <i>Write Moves</i> Look ahead: Short Story Assignment
	Tu 9/29	Due: Poetry packet

Module/ Week	Date	Readings, Assignments & Deadlines
	W 9/30	<p>Zoom conferences @ 3:00-4:15</p> <p>Watch Video: Dialogue</p> <p>Read: "Character and Setting" (93-105) in <i>Write Moves</i></p> <p>Read and Download: Tips on Writing Dialogue</p> <p>Due: Reading Response 7 (Find a story)</p> <p>Due: Practice Activity (The 5 Plots/Predicament and Plot)</p>
	F 10/2	<p>Due: Reading Response 8 (Discuss and imitate)</p>
	Su 10/4	<p>Due: Practice Activity (Dialogue Activity)</p> <p>Look ahead: Guidelines for Short Story Workshop Critiques</p>
8	M 10/5	<p>Zoom conferences @ 3:00-4:15</p> <p>Watch Video: The Week Ahead</p> <p>Watch Video: Scenes</p> <p>Read: "Scene, Exposition, and Reflection" (106-118) in <i>Write Moves</i></p> <p>Read: Scene Excerpts</p> <p>*Writers 1, 2, 3 submit their Short Story</p>
	Tu 10/6	<p>Due: Reading Response 9 (Find a Story)</p>
	W 10/7	<p>Zoom conferences @ 3:00-4:15</p> <p>Watch Video: Point of View</p> <p>Read: "Voice and Perspective" (119-132) in <i>Write Moves</i></p> <p>Read and Download: Point of View Chart</p> <p>Due: Practice Activity (Write a Scene)</p> <p>*Writers 4, 5, 6 submit their Short Story</p>
	F 10/9	<p>Due: Reading Response 10 (Discuss and imitate)</p>

Module/ Week	Date	Readings, Assignments & Deadlines
	Su 10/11	Due: Practice Activity (Lobster Dinner)
9	M 10/12	Watch Video: The Week Ahead Read: Short Stories from Writers 1, 2, 3 *Writers 7, 8, 9 submit their Short Story
	W 10/14	Read: Short Stories from Writers 4, 5, 6 Due: Workshop Critiques for Writers 1, 2, 3 *Writers 10, 11, 12 submit their Short Story
	Su 10/18	Due: Workshop Critiques for Writers 4, 5, 6
10	M 10/19	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Read: Short Stories from Writers 7, 8, 9 *Writers 13, 14, 15 submit their Short Story
	W 10/21	Zoom conferences @ 3:00-4:15 Due: Workshop Critiques for Writers 7, 8, 9 Read: Short Stories from Writers 10, 11, 12 *Writers 16, 17 submit their Short Story
	Su 10/25	Due: Workshop Critiques for Writers 10, 11, 12
11	M 10/26	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Read: Short Stories from Writers 13, 14, 15

Module/ Week	Date	Readings, Assignments & Deadlines
	W 10/28	Zoom conferences @ 3:00-4:15 Read: Short Stories from Writers 16, 17 Due: Workshop Critiques for Writers 13, 14, 15
	Su 11/1	Due: Workshop Critiques for Writers 16, 17
12	M 11/2	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Due: Short Story Revision Activity (for those who have already workshopped) <i>or</i> Due: Short Story (for those who have not yet workshopped)
	W 11/4	Zoom conferences @ 3:00-4:15 Due: Peer Comments for Revision Activity <i>or</i> Due: Peer Comments for Short Stories
	Th 11/5	Watch Video: Elements of Personal Essay Read: "Writing Personal Essays" (173-186) in <i>Write Moves</i> Look ahead: Personal Essay Assignment
	F 11/6	Due: Reading Response 11 (Find an essay)
	Su 11/8	Due: Practice Activity (Bad Decision)
13	M 11/9	Watch Video: The Week Ahead Watch Video: Personal Essay Structure *Writers 18, 19, 20 submit their Personal Essay

Module/ Week	Date	Readings, Assignments & Deadlines
	W 11/11	VETERANS DAY - NO CLASS *Writers 21, 22, 23 submit their Personal Essay
	Su 11/15	Due: Reading Response 12 (Discuss and imitate form) Due: Practice Activity (Playing with Structure)
14	M 11/16	Watch Video: The Week Ahead Watch Video: Choosing Details Read: Personal Essays from Writers 18, 19, 20 *Writers 24, 25 submit their Personal Essay
	Tu 11/17	Due: Reading Response 13 (Self-Portrait Poem Revision)
	W 11/18	Due: Practice Activity (Ex-Loves: Specificity vs. Stereotype) Read: Personal Essays from Writers 21, 22, 23
	Su 11/19	Due: Workshop Critiques for Writers 18, 19, 20
15	M 11/23	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Read: Personal Essays from Writers 24, 25
	Tu 11/24	Due: Workshop Critiques for Writers 21, 22, 23
	W 11/25	THANKSGIVING BREAK - NO CLASS
16	M 11/30	Zoom conferences @ 3:00-4:15 Watch Video: The Week Ahead Due: Workshop Critiques for Writers 24, 25

Module/ Week	Date	Readings, Assignments & Deadlines
	W 12/2	<p>Zoom conferences @ 3:00-4:15</p> <p>Due: Personal Essay Revision Activity (for those who have already workshopped)</p> <p><i>or</i></p> <p>Due: Personal Essay (for those who have not yet workshopped)</p>
	Su 12/6	<p>Watch Video: Final Portfolio Instructions</p> <p>Look ahead: Final Portfolio</p> <p>Due: Peer Comments for Revision Activity</p> <p><i>or</i></p> <p>Due: Peer Comments for Short Stories</p>
17	M 12/7	<p>Zoom conferences @ 3:00-4:15</p> <p>Watch Video: The Week Ahead</p>
Final	Th 12/10 @12:15	<p>Due: Final Portfolio</p> <p>Zoom meeting @12:15: End-of-Semester Reading</p>