SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First Year Writing Section 21

ENGL 1A

Fall 2022   3 Unit(s)   08/19/2022 to 12/06/2022   Modified 08/15/2022

General Course Information

Section 21: M/W 12PM - 1:15PM, Boccardo Business Center RM 121
Section 25: M/W 3:00PM - 4:15PM, Clark Building RM 316
Section 27: M/W 4:30PM - 5:45PM, Clark Building RM 316

(I've combined my three sections on Canvas so the course name for all of you will say Section 21. Don't mind that. You're in the right section and I know which section you belong to.)

This is a fully in-person course. The Department of English does not require faculty to record classes for students who are unable to attend classes taught in person.

👤 Contact Information

Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page. You are responsible for regularly checking with the messaging and announcement system through MySJSU and Canvas to learn of any updates. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.)

Please familiarize yourself with the system so that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

Contacting me: Contact me through Canvas. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally unavailable over the weekends except to post updates. Additionally, remember that I am your instructor, not your friend, so your language should be appropriate and professional.

Messages regarding missed class work and lectures with the question "Did I (will I) miss anything important?" will not be answered. It is your responsibility to ask classmates, show up to office hours, use Discord/Canvas to find out what you missed.

Discord: Additionally, I encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. All Discord info will be posted on Canvas.

Instructor: Professor Au-Co Tran

Email: au-co.tran@sjsu.edu, but message me through Canvas or Discord. Emails may get buried under other emails. Canvas/Discord is just for students. Request Discord link through Canvas.
Office: Zoom (link can be found under Home on Canvas)
Phone: Message me through Canvas

Office Hours

T/TH 1pm - 2pm & by appointment
Zoom (link found under Home on Canvas)

Virtual meetings only

Note: the responsibility to reach out when you need help or don't understand something is **on you**. Therefore, you are encouraged to come to office hours if you need clarification or extra help. Even in an in-person class setting, I wouldn't be able to read your mind to know when you need help.

🖥 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, 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.

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.

This, however, is not the final exam. It serves only as a final self-reflection. For our final project, please refer to the Assignments section.

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.

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)

Classroom Policies

Note: If there's anything that 2020 has taught us so far, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments.

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law (Title 17, U.S. Code). *I am the exclusive owner of copyright in all materials created for the purpose of this class*. For students enrolled in this course, I encourage you to take notes and make use of course materials for **your own educational purposes**, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way **without my expressed written consent**. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

Submissions: The only hardcopy you will be required to submit will be for the **rough drafts** of your Literacy Narrative project and Open Letter project. If you do not have a hardcopy on the day of the peer reviews, that will be a zero.

Other than the rough drafts, I will only accept submissions on Canvas. No email. No sharing via Google. If I do not receive a submission from you on Canvas before the deadline, **that is a zero**. It is your responsibility to make sure your submission went through. (If you are unsure whether or not your submission went through, you can leave a comment with your submission and I will check.)

Keep in mind, it is not my responsibility to seek you out and remind you to submit on Canvas. Excuses like "I wrote my response in my notebook but I forgot to type it up and submit it on Canvas" or sending me your Google doc history will not be acceptable excuses. So, once again: if I do not have a submission from you **ON CANVAS**, that is a zero.

Late Policy: All assignments, except warm-ups, are due at 11:59 p.m. on the day of the deadline, unless stated otherwise.

- Warm ups are due at the end of class. You are always given time in class to complete the warm-ups.
- Late weekly Warm-ups and Activities will not be accepted. Late work for Peer Review will be accessed case by case.
- If you are not present for a presentation, that is a zero.
- For major assignments, you will lose 10 points from your overall grade every day it is late for two days. After that, it is a zero. *Requests for extensions will be treated case-by-case.*

Presentations: You always know in advance when you are expected to have a presentation/interview. If you ask to switch within two days of your assigned presentation day, that is an automatic 50% off of your grade for that portion.

Participation: *What qualifies as participation*: showing up to our meetings; asking good questions; listening carefully and courteously to both me—your instructor—and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments.

Attendance: You are expected to show up every day we have a meeting and participate. Any assignments/activities given during those meetings cannot be made up if you miss the meeting. If you know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas.

Masks: As per the SJSU mask mandate, we are required to wear masks when we are meeting in person. I'll make sure to try and keep the doors/windows open in our room if possible for air circulation.

No food is allowed in the classroom. Drinks are fine. Your mask needs to stay on at all times when you are inside. That means over the nose and mouth.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other

students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

📇 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).

📊 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

- All other reading material can be found on Canvas or linked in the schedule below
- You are required to have an electronic device (laptop, desktop, tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.
- Internet access: you're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See Learn Anywhere website for wi-fi options on campus.
- The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a

deadline for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

- Zoom: all office hours will take place on Zoom.

In Conversation, Second Edition, A Writer's Guidebook

Author: Mike Palmquist & Barbara Wallraff
Publisher: Bedford/St. Martin's
Edition: Second
ISBN: 978-1-319-36119-8

[Click here for reference photo (https://drive.google.com/file/d/1Zk-xrJSTPB0b_zlKksESVqmM1OtesTvp/view?usp=sharing)](https://drive.google.com/file/d/1Zk-xrJSTPB0b_zlKksESVqmM1OtesTvp/view?usp=sharing)

Digital copies are fine; renting is fine; used is fine. Just make sure you have the right version; sections will be labeled on the syllabus.

☰ Course Requirements and Assignments

Assignments

Course instruction includes reflective writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly assignments to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Weekly Bulletins: At the beginning of the week, I will post relevant information pertaining to that week's material such as reminders, articles, Google docs, notes. It is your responsibility to check those weekly announcements before asking me any questions; most likely, the answer could be found there.

Assignment Format: All assignments should be typed in 12-point font, one-inch margins, in Times New Roman font, and MLA format. Improperly formatted papers will lose points.

Formatting Resource: Owl Purdue Online Writing Lab (https://owl.english.purdue.edu/owl/resource/747/01/)

Major Assignments

1. **Unit 1 - Literacy Narrative:** You will write an autobiographical essay about your journey with literacy
   Project objective: You must demonstrate your ability to talk about your own experiences in a well-organized reflective analysis.

2. **Unit 2 - Open Letter:** You will write an open letter to a specific audience about a specific topic
   Project objective: You must show your ability to think critically about your target audience and what information & rhetorical strategies are necessary for that particular audience.

3. **Unit 3 - Ethnography Lecture (Final Project)**: You will work in a group to prepare a lecture to teach a specific audience about a topic. This project is a culmination of the earlier projects in this class arranged in the form of an informative presentation & lecture, with you serving as the professor.
   Project objective: You must demonstrate an ability to break down a specific topic and explain it to an uninformed audience by establishing your authority, credibility & expertise on the topic.

Note on word count requirement: Specified word count requirements are final. I give you a leeway of 100 words above or below. More than that and you will lose points.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until the en dof class to complete it. Any later will not be accepted.

Activities: Activities will be done during our class sessions, most often in groups with classmates

Peer Review: For your first two projects, you will be given time to read your peers' work, as well as have them read yours. If you do not have a hardcopy by the start of the Peer Review day, **that is a zero.** If you do not show up to the meeting on the day of the Peer Review, **that is also a zero.**

Rough Drafts: To be submitted as a hardcopy (two copies), one to turn in to me on the day of the peer review and one for your peers to comment on. I *do not* read your rough drafts. That's what your peer reviews are for. If you want me to look at your rough draft. Make an appointment to discuss your draft with me at least two weeks before the final deadline. The draft you sent me should be complete. And you must include specific questions you want me to take a look at. Otherwise, if you do not need me to look at your rough draft or have general questions/confusion about the project, you can drop by my office hours at any time or make an appointment with me.

Reading Presentations: At the beginning of the semester, you will sign up for a day to present the reading of that day. You will be expected to summarize and analyze the material, as well as prepare discussion questions or an exercise for the class to apply the material discussed.

Participation**: You will be expected to contribute to the class discussion at least twice during the week. This includes answering Qs or asking Qs of your own. This will count as your participation. I will be keeping a record of this.

Conferences: This is an opportunity for me to check in on your progress for that project and for you to ask me any questions you may have.

 No extra credit will be offered in this class.

* Late work for Weekly Warm-ups and Activities will not be accepted.

** Participation only counts when you speak up during the class discussions. I cannot give you participation points for "paying attention," "trying hard," or speaking up during your group meetings because I cannot monitor those things for every individual in the class. Therefore, you can do all of the above listed and still get low participation points if you do not speak up during the class discussions.

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

✔ Grading Information

For essays: I generally read assignments by looking at three things: Content (thesis, specific evidence, support, etc), Organization (how your ideas are arranged, clear intro?, clear conclusion?), and Language. For each assignment, you will get a rubric specific to that assignment. This is just a general assessment of what I'm looking for in each letter grade.

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

A (92-100); A- (90-91);

B+ (88-89); B (82-87); B- (80-81);

C+ (78-79); C (70-77); C- (70-71);

D+ (68-69); D (62-67); D- (60-61);

F (<60)

- **I use conventional rounding methods when determining percentages**. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- **I do not round up whole percentages**. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no. Do not do this especially when you open your request with, "I know you said on the syllabus that…" You already know the answer since you've read the syllabus.
- **Attendance grade.** Canvas will show your grade for attendance. Disregard that. It's not included in your overall grade.
- **You have two weeks from the date the grade is posted to make an appointment with me to ask about it.** (Canvas always notifies you when your grades are posted, along with any comments. That's why you should have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have **one week** to ask me.

Keep in mind, you need a C- or higher to pass this class. Any lower and you have to retake it. If you are a senior, this will affect your graduation plans.

Breakdown

I grade on a weighted system for the following sections. See below for detailed breakdown.

UNIT	PROJECT NAME	GELO	WORD COUNT	%
1	MAJOR ASSIGNMENTS • Literacy Narrative • Open Letter • Gen Z Ethno Lecture	1, 2, 3, 4, 5	3500	55%
2	PEER REVIEWS & ROUGH DRAFTS	1, 2, 3	///	5%
3	DAILY WARM-UPS • Including: Syllabus Contract & Quiz	1, 2, 3, 4, 5	1000	5%
1-3	PRESENTATIONS • Reading Presentation (Individual) • Gen Z Ethno Presentation (Group)	1, 2, 3, 4, 5	500	10%
1-2	CONFERENCES	2, 3, 4	///	5%
1-3	ACTIVITIES/PARTICIPATION	1, 2, 3, 4	1000	10%
1-3	SELF-EVALUATIONS	3, 4, 5	1500	5%
///	PORTFOLIO	1, 2, 3, 4, 5	1000	5%
Total		///	8500	100%

🏛 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

I will post all relevant information--deadline reminders, articles, Google docs, notes--for the week at the start of the week. It is your responsibility to check those Sunday announcements for that week before asking me any questions; most likely, the answer could be found there.

Note: The schedule is subject to change with fair notice in class or via Canvas.

WK	DATE	MONDAY	DATE	WEDNESDAY	UNIT
1	8/22	• Introduction: Getting to know you • Syllabus • Contract & Quiz	8/24	• Introduce **Literacy Narrative Project Prompt** • Read Week 1 Bulletin • Reading: IC 1.1-1.2 Understanding Yourself as a Writer (p. 3-10)	
2	8/29	• 8/31 LAST DAY TO DROP WITHOUT A W • Read Week 2 Bulletin • Reading: IC 10.1-10.3: Understand and Avoid Plagiarism (p. 153-161)	8/31	• Reading: ○ IC 3.1 - 3.3 Read Critically and Actively (p. 29-36) ○ "Superman and Me" - Sherman Alexie	1
3	9/5	• **Labor Day - NO CLASS**	9/7	• Read Week 3 Bulletin • Reading: IC 11.1 - 11.2: Define/Draft your Thesis Statement (p. 165-170)	
4	9/12	• Read Week 4 Bulletin • **PEER REVIEW** ○ **DUE: HARDCOPY OF COMPLETED LITERACY NARRATIVE ROUGH DRAFT** ▪ No hardcopy means you cannot participate in peer review • Reading: IC 12.1-12.4: Support Your Main Point (p. 171-182)	9/15	• CONFERENCES DAY 1 ○ Turn in your rough draft with peer comments	
5	9/19	• Read Week 5 Bulletin • CONFERENCES DAY 2 ○ Turn in your rough draft with peer comments • **DUE: FINAL LITERACY NARRATIVE DRAFT & SELF-EVALUATION**	9/21	• Introduce **Open Letter Prompt** • Read Week 5 Bulletin • Reading: IC 4.8: Write an Argument (IC p. 63-71)	

6	9/26	• Read Week 6 Bulletin • Reading: IC 16.1-16.2 Write Effective Introductions (p. 207-213)	9/28	• Reading: IC 17.1-17.2: Write Effective Conclusions (p. 214-218)	

7	10/3	• Read Week 7 Bulletin
		• Reading:
		  ○ "How to Write With Style" - Kurt Vonnegut
		  ○ "Learning to Read" - Malcolm X
			10/5	• Reading:
				  ○ "The Art of Quoting" - Gerald & Birkenstein
				    ■ Optional supplemental reading: IC 9.1-9.5 Use Sources Effectively (IC p. 139-151)
					2

8	10/10	• Read Week 8 Bulletin • Reading: "The Poisoned Fish" - Ken Macroire	10/12	• Reading: IC 13.2: Create Maps and Outlines (p. 185-191)	
9	10/17	• Read Week 9 Bulletin • "Mother Tongue" - Amy Tan	10/19	• **Peer Review** • **DUE: HARDCOPY OF COMPLETED OPEN LETTER ROUGH DRAFT** ○ No hardcopy means you cannot participate in peer review	

10	10/24	• Read Week 10 Bulletin
		• CONFERENCES DAY 1
		  ○ Turn in your rough draft with peer comments
			10/26	• CONFERENCES DAY 2
				  ○ ■ Turn in your rough draft with peer comments
				• **DUE: OPEN LETTER & SELF-EVAL**	

11	10/31	• Introduce **Ethnography Prompt**
		• Read Week 11 Bulletin
		• Reading:
		  ○ "How to Write for Gen Z" - Vaid
		  ○ "How to Make Sure you're Marketing to Gen Z the Right Way" - Kim
			11/2	• In Class Discussion
				• Reading: IC 6.1 Collect Information (p. 105-112)
					3

12	11/7	• Read Week 12 Bulletin
		• Reading:
		  ○ IC 7.1-7.3: Assess Your Sources (p. 122-131)
		  ○ IC 15.1-15.8: Use Sources to Accomplish Purpose (p. 201-206)
			11/9	• In Class Discussion
				• Reading:
				  ○ IC 8.3: Compile Bibliographies (p. 136-138)
				  ○ IC 4.3: Create an Annotated Bibliography (p. 47-49); IC G.8: Annotated Bibliographies (p. 100-101)	

13	11/14	• Read Week 13 Bulletin • Reading: "What We Know About Gen Z So Far" - Parker & Igielnik	11/16	• ○ In-Class Discussion • **DUE: GEN Z ETHNO ANNOTATED BIB**	
14	11/21	• Read Week 14 Bulletin • **CONFERENCES**	11/23	• **THANKSGIVING, NO CLASS**	
15	11/28	• Read Week 15 Bulletin	11/30	• **PRESENTATION MATERIALS DUE ON CANVAS**	
16	12/5	• **ETHNOGRAPHY PRESENTATIONS**			
	12/9	• **DUE: ETHNOGRAPHY SELF-EVALUATION** • (We don't meet this day)			