

# First Year Writing Section 04

## ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

### Contact Information

---

Instructor(s):	Victoria Thorp
Office Location:	FOB 112
Telephone:	(415) 378-8687
Email:	victoria.thorp@sjsu.edu
Office Hours:	Remote by appointment
Class Days/Time:	Tuesday/Thurs 9-10:15 am in person
Classroom:	BBC 130
Prerequisite:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2

### 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.

**In class participation:** Engl 1A Sect 04 is an in person course and attendance will be noted each class. Participation is a central part of learning to write in a college environment.

**Final Experience:** Students 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.

**A note about 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 both require 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, 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 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

---

### Required Texts/Readings

You are not required to purchase a textbook for this class. We will be using readings from online sources, which will be posted on Canvas for you to access. Students will need to check their email and visit Canvas frequently for updates. We will also frequently use free online writing resources such as [Owl Purdue](#) and [SJSU writing center handouts](#).

However, 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.

## Course Requirements and Assignments

---

This Engl 1A Course will have four major writing assignments, along with journal writing in almost every class, reading response assignments, and other writing throughout the semester.

**The four major assignments are:**

1. Personal narrative essay
2. Persuasive essay with outside research
3. Multi-modal composition
4. Final portfolio

***Please note:*** A central goal of Engl 1A Sec 04 is to teach students the writing process, so assignments 1-3 will require drafting, writing, revising, and re-writing to earn full credit. 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).

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).

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.

**Active participation for this course requires four things:**

1. finishing out-of-class reading and assignments;
2. coming to class prepared and on time;
3. contributing to class discussions and activities;
4. completing in class assignments, including in class writing and reflections.

Each class is worth five participation points, which will total 12.5 % of your final grade. As such, it is the easiest part of your grade to control, and earning these points simply requires showing up, speaking up during class discussions and contributing to our learning community. Your in-class writing will not be graded but will contribute to your overall participation grade.

***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.*

**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.

Assignment	Word Count per assignment (approx.)	Points per item/# of items	# of items if relevant	Total points	% of Final Grade	GELO
------------	-------------------------------------	----------------------------	------------------------	--------------	------------------	------

Reading Responses	250	10	10	100	10%	GELO 1, 2
In class participation	NA	5	25	125	12.50%	GELO 1, 2
Personal narrative				225	22.50%	GELO 1, 2, 3
Outline	500	25				
Rough draft	1000	25				
Final draft	1000	150				
Reflection	250	25				
Persuasive essay				250	25%	GELO 1, 2, 3, 4
Outline	500	25				
Rough draft	1000	25				
Final draft	1000	125				
Annotated bibliography	500	50				
Reflection	250	25				
Multimodal	750			150	15%	GELO 2, 3, 4
Self Introduction	300	25				
Proposal	500	25				
Presentation	500	75				
Reflection	250	25				
Portfolio	750			150	15%	GELO 2,5
Analysis of submissions	250	100				
Reflection	500	50				
Totals				1000	100%	

## ✓ 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.

*My goal for Engl 1A Section 04 is that every student will succeed and pass the course.*

Success in Engl 1A requires a few simple things:

- 1) Do the reading and homework
- 2) Come to class and participate (essential)
- 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!

**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.

*To recap: in order to get extra time, you have to let me know before the due date. Late assignments without prior approval will have automatic and significant point reductions.*

**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.

The SJSU Writing Center is an excellent resource available to all students and offers free 1:1 writing support, tutoring, and grammar guides, and online workshops. Visit the [Writing Center](#) to access all of their fantastic resources.

## 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.

**A reminder: You can't do well if you don't feel well, both inside and out**

After living through a pandemic for more than two years, we've all learned the urgency of preventing illness and taking care of our physical health. And the same is true of our mental health. 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 many SJSU student resources available on campus. We'll be exploring these student resources during our English 1A course.

# 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.

*Course grades will be using the following scale:*

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>940 to 1000</i>	<i>94 to 100%</i>
<i>A -</i>	<i>900 to 939</i>	<i>90 to 93.9%</i>
<i>B +</i>	<i>870 to 899</i>	<i>87 to 89.9 %</i>
<i>B</i>	<i>840 to 869</i>	<i>84 to 86.9%</i>
<i>B -</i>	<i>800 to 839</i>	<i>80 to 83.9%</i>
<i>C +</i>	<i>770 to 799</i>	<i>77 to 79.9%</i>
<i>C</i>	<i>740 to 769</i>	<i>74 to 76.0%</i>
<i>C -</i>	<i>700 to 739</i>	<i>70 to 73.9%</i>
<i>D +</i>	<i>670 to 699</i>	<i>67 to 69.9%</i>
<i>D</i>	<i>640 to 669</i>	<i>64 to 66.9%</i>
<i>D -</i>	<i>610 to 639</i>	<i>61 to 63.9%</i>
<i>F</i>	<i>BELOW 610</i>	

## Criteria

### A big note about grades in Engl 1A:

All major assignments in Engl 1A (except the Final Portfolio) require drafting, writing, and revising. Your grade will reflect the extent to which you engaged in the writing process and tried to improve your writing through reflection and feedback from the instructor and peers. This focus on the writing process allows every student to do well in Engl 1A regardless of language skills, prior knowledge, etc.

***My goal is that Engl 1 is not stressful and that every student succeeds.*** If you find yourself feeling anxious or stressed about class assignments or grades in Engl 1A, please reach out and let's find a way to ease your worries.

## Grade Parameters

Requirements for particular assignments 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. The following are the criteria by which essays are typically evaluated in writing courses:

- 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 the 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 weakness 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 or was missing.

**Extra credit**

- No one gets special credit for going above and beyond or even for bringing me coffee. Just do the work as assigned and you will have nothing to worry about. If you are worried, get in touch and let’s figure out how to bring down your stress level.

## 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

English 1A, Spring 2023 Section 4

### Course Schedule

Week #	Date/Day	In Class	Assignment
1	1/26 Thurs	In class: Introductions  Overview of course	Read:  1) <a href="#">“Shitty First Drafts”</a> - Anne Lamott  2) <a href="#">“Math girl fights back”</a> - Karen J. Ohlson  Write: Respond to student survey  Reading Response (RR) #1- pick one of the two articles

2	1/30 Tues	<p><b>Due: RR #1</b></p> <p><b>In class:</b> Breaking the myths about writing</p> <p><b>Focus:</b> What is writing? How is college writing different from high school?</p> <p>Intro first writing assignment: personal narrative essay</p>	<p><b>Read:</b></p> <p>1) Grant Wiggins (text on Canvas)</p>
2	2/2 Thurs	<p><b>In class:</b> Intro rhetorical situation-audience purpose, message.</p>	<p><b>Read:</b></p> <p>1) <a href="#">"I Need You to Say 'I'"</a>- <i>Writing Spaces</i></p> <p>2) <a href="#">"Unruly, Adjective: The body that says 'I am here'"</a>- Carmen Machado</p> <p><b>Write RR #2</b> (see prompt on Canvas)</p>
3	2/7 Tues	<p><b>Due: RR #2</b></p> <p><b>In class:</b> Exploring personal narratives</p> <ul style="list-style-type: none"> <li>• Learning to use "I"</li> <li>• Deep dive into personal narratives, exploring elements, looking at flow, elements of good personal narrative</li> </ul>	<p><b>Read:</b></p> <p>1) <a href="#">"Workin' Languages: Who We Are Matters in Our Writing"</a>- <i>Writing Spaces</i></p> <p>2) "What a Black Woman Wishes Her White Parents Knew"- Mariama Lockington</p> <p><b>Start:</b> outline for personal narrative due 2/14</p>
3	2/9 Thurs	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Language- who can say what where?</li> <li>• When is it ok to use slang, dialect? When not?</li> <li>• Read Amy Tan essay and discuss</li> </ul>	<p><b>Read:</b></p> <p>1) <a href="#">"Leave yourself out of your writing?"</a>- <i>Bad Ideas about Writing, pp 131-133</i></p> <p><b>Write RR #3</b></p>

4	2/14 Tues	<p><b>Due: RR #3</b></p> <p><b>Due: Outline for Personal Narrative Essay</b></p> <p>In class: Anonymous peer review feedback on Personal Narrative Essay outlines</p> <ul style="list-style-type: none"> <li>• Try drafting opening story for narrative</li> </ul>	<p><b>Read:</b></p> <p>1) Storytelling, Narration, and The 'Who I am Story'"</p> <p><b>Write:</b> Revise opening story for Personal Narrative- add details, dialogue</p>
4	2/16 Thurs	<p><b>In class:</b></p> <p>Storytelling from images – practice "I" voice narratives</p>	<p><b>Read:</b> David Sedaris "Me Talk Pretty One Day"</p> <p><b>Write:</b> RR #4</p>
5	2/21 Tues	<p><b>Due: RR #4</b></p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>· Practice peer review</li> <li>· Go through outline and rubric for Personal Narrative Essay</li> </ul>	<p><b>Read:</b> <a href="#">"The Inspired Writer vs. The Real Writer"</a> - <i>Writing Spaces</i></p>
5	2/23 Thurs	<p><b>Due: Personal Narrative Essay rough draft</b></p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Peer Review</li> </ul>	<p><b>Read:</b> <a href="#">"What's that Supposed to Mean? Using feedback on your writing"</a> - <i>Writing Spaces</i></p> <p><b>Watch:</b> video about revising</p> <p><b>Write:</b> RR #5</p>
6	2/28 Tues	<p><b>Due: RR #5</b></p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Practice refining other parts of the narrative- opening, conclusion, firming up audience, purpose, message</li> <li>• 1:1 time for questions about personal narrative</li> </ul>	<p><b>Read:</b></p> <p>1) "The Evolution of Imitation: Building Your Style" - <i>Writing Spaces</i></p> <p>2) <a href="#">"Drinking Chai to Savannah: Reflections on Identity, Inclusion and Power in the South,"</a> by Anjali Enjeti</p>

6	3/2 Thurs	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>Practice descriptive writing</li> </ul>	<p><b>Read:</b> Emily Flake essay</p> <p><b>Write: RR #6</b></p>
7	3/7 Tues	<p><b>Due: RR #6</b></p> <p><b>Due: FINAL DRAFT PERSONAL NARRATIVE</b></p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>Reflection essay</li> <li>Intro Persuasive essay project-op-ed</li> </ul>	<p><b>Read:</b> "<a href="#">First year writing as an avenue towards civil discourse</a>" – John Duffy</p>
7	3/9 Thurs	<p><b>In class:</b> Overview of news vs. opinion stories in the media</p> <ul style="list-style-type: none"> <li>What is an op-ed? What is the purpose?</li> <li>How is op-ed different from news stories?</li> <li>Review outline oped outline framework</li> </ul>	<p><b>Assignment:</b> Logon to <i>The New York Times</i> through the SJSU website and read one opinion piece. Does it follow the oped outline framework? How or how not? Were you persuaded?</p> <p><b>Write: RR #7</b></p>
8	3/14 Tues	<p><b>Due: RR #7</b></p> <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>Rhetoric and persuasion</li> <li>Logos, pathos, ethos</li> <li>Different rhetorical techniques, logical fallacies</li> </ul>	<p><b>Read:</b> "<a href="#">Grammar, Rhetoric, and Style</a>"- <i>Writing Spaces</i></p> <p><b>Watch and/or Read:</b> "<a href="#">Failures of Kindness</a>"- George Saunders</p> <p><b>Write RR #6</b></p>
8	3/16 Thurs	<p><b>In class:</b> Work on topics for op-ed</p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li><a href="#">The Oped Project: Tips and Tricks for Writing Opeds</a></li> <li>"<a href="#">Understanding Visual Rhetoric</a>"- <i>Writing Spaces</i></li> </ol> <p><b>Write: RR #8</b></p>

9	3/21 Tues	<p><b>Due: RR #8</b></p> <p>In class:</p> <ul style="list-style-type: none"> <li>· Visual rhetoric and images for op-ed project</li> <li>· Introduce using outside sources to support argument in your oped.</li> </ul>	<p><b>Read:</b> "<a href="#">Googlepedia: Turning Information Behaviors into Research Skills</a>" - <i>Writing Spaces, vol 2</i></p>
9	3/23 Thurs	<p><b>Due: Outline for op-ed, including possible image</b></p> <p>In class:</p> <ul style="list-style-type: none"> <li>· Speed date peer feedback on outline</li> </ul>	
10	3/28	<b>SPRING BREAK NO CLASS</b>	
10	3/30	<b>SPRING BREAK NO CLASS</b>	
11	4/4 Tues	<p>In class:</p> <ul style="list-style-type: none"> <li>· Using outside sources – in class practice</li> </ul>	<p><b>Read:</b> "<a href="#">Effectively and Efficiently Reading the Credibility of Online Sources</a>"- <i>Writing Spaces</i></p>
11	4/6 Thurs	<p>In class:</p> <p>Explore elements of an effective op-ed</p> <ul style="list-style-type: none"> <li>· Lede</li> <li>· Arguments and counter arguments</li> <li>· Close, call to action</li> </ul>	<p><b>Read: Op-ed examples (tbd)</b></p> <p><b>Write: RR #9</b></p>
12	4/11 Tues	<p><b>Due: RR #9</b></p> <p><b>Due: Oped rough draft, including list of potential sources</b></p> <p>In class: Peer review</p>	<p><b>Read:</b> <a href="#">Make Your "Move": Writing in Genres</a>- <i>Writing Spaces</i></p>
12	4/13 Thurs	<p>Genres...Explore in class</p> <ul style="list-style-type: none"> <li>• Practice writing in different genres</li> <li>• Why does genre matter?</li> </ul> <p>Intro multi modal activity, form groups</p>	<p><b>Read: Movie review</b></p> <p><b>Write: RR #10</b></p>

13	4/18 Tues	<b>Due: RR #10</b>  Explore movie review as a genre, groups choose the movie for their project	Read: " <a href="#">An Introduction to and Strategies for Multimodal Composing</a> "- <i>Writing Spaces</i>
13	4/20 Thurs	<b>NO IN PERSON CLASS</b>  Students watch the movie their group is reviewing and fill in review elements in outline.	
14	4/25 Tues	<b>Due: Final draft op-ed, including visual and outside sources.</b>  In class: Reflection essay  Intro: Warm up assignment for multi-modal group project- self introductions in two modes	Read: " <a href="#">Multi-Modal Communication: Writing in Five Modes</a> " – <i>Open English</i>
14	4/27 Thurs	Exploring multi-modal composition  Work time for self-introduction in two modes.  1:1 conferences	
15	5/2 Tues	<b>Multi-modal self introductions</b>	
15	5/4 Thurs	<b>Go over portfolio</b>  <b>Multi modal group work time; proposals due 5/7</b>	Read: " <a href="#">Collaborating Online: Digital Strategies for Group Work</a> " – <i>Writing Spaces</i>  <b>RR #11 Bonus</b>
16	5/9 Tues	<b>Due (optional) RR #11</b>  <b>Multi modal work time</b>	
16	5/11 Thurs	<b>Multi-Modal presentations</b>  <b>LAST CLASS</b>	
	5/17 Weds	Final exam date  <b>E portfolio due including reflection</b>	