

First Year Writing

ENGL 1A

Fall 2025 Sections 13, 14, 15, 16, 80 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/21/2025

Course Information

ENGL 1A Course Content

Section Specific Description

In our section of English 1A, we will be developing our rhetorical abilities while focusing on the theme of humor. Humor and the comedic arts are rhetorical in that they represent sophisticated arguments that aspire not only to elicit laughter from audiences, but also possibly to provoke, persuade, correct, or condemn audiences. We will do some serious analysis of comedic compositions and performances, their purposes and audiences, to understand how the artform reflects and shapes attitudes about contemporary social issues. We'll also discover something about ourselves when we examine just what it is we find so funny.

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.

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>)

Class Policies

Office Hours: Visit my scheduled Zoom office hours or make an appointment if you would like extra help. See the contact information above for details.

Email: Please email me to inform me of an absence or to ask questions about assignments. Put our course name and section number or time/date of our course (for example: Sect 13, T/TR 9:00 am) in the Subject of your email. Also, include a salutation and address me by name (e.g., *Hi Allison*, or *Good*

morning Mrs. Gregory, or Hello Professor Gregory) in your email, and sign your emails with your name. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy to read. These are all professional courtesies and good practice for your future careers.

Attendance: To earn points in this class, attendance is crucial. Almost all the points will be earned in class, so you must attend regularly to pass the course.

Absence Policy: You are allowed two "freebie" absences; i.e., no questions asked, no excuse needed. That said, you're still responsible to meet with me in person to make up any lost points. You cannot make up the points remotely. If you are absent, email me so I can advise about missed instruction. Check Canvas for announcements too. See Make-Up Policy below.

Any absences not part of the "freebie" absences can be excused only with documentation: a doctor's note, a tow truck receipt, etc. You're still responsible to meet with me to make up lost points. See Make-Up Policy below.

Make-Up Policy: With excused absences, you have the choice of making up the points by meeting with me within two weeks of the absence. There are two options for meeting:

1. Come to my office in FOB 218 from 1:30-2:30 on Tue. or Thur.
2. Come to one of my other class meetings and make up the assignment. My schedule is as follows:
 - Tu/Th 9:00-10:15, 10:30-11:45, 12:00-1:15 in Sweeney Hall 414, or
 - Tu/Th 3:00-4:15 and 4:30-5:45 in BBC 126

Inform me of your make-up plan, so I can prepare any materials for you. There are no make-ups for any additional absences that are beyond the two freebies and that are without documentation.

Extended Absences: In the case that you become ill or injured, please provide me documentation from county or university officials or healthcare professionals. If you will be out for a prolonged period due to serious illness or injury, it is your responsibility to withdraw from the course or to communicate with me regularly your intentions to stay in the course and to complete the assigned work throughout the semester. Writing courses operate on the premise that in order to develop reading, writing, and critical thinking skills, students need to engage in consistent, rigorous, and collaborative practices for extended periods of time. And the grading system is set up to reward continual participation in the classroom. When circumstances prevent students from engaging in this process, students are not building their skills and their progress cannot be measured. Students who miss significant portions of in-class instruction will not pass the class. Students must keep up with the reading and homework posted in Canvas, and complete work throughout the semester in consultation with me.

Electronic Device Policy: This class is an almost completely phone-free, screen-free classroom. While Canvas will be used to post course instructional materials and assignments, we will complete most of the classwork during class, in group activities and independent writing on paper. Almost all written work will be submitted in person on paper. During our in-person classes, put away laptops and phones and remove headphones and earbuds unless otherwise permitted. **Students who take out their phones or laptops during class time and written assignments without permission will be asked to leave the class without turning in their work.** We will engage our minds with one another and our class materials.

Courteous conduct: Please be courteous in our in-person classes and in your spoken and written responses to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. When critiquing one another's work, offer kind yet constructive advice.

Plagiarism: You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in SJSU's Office of Student Conduct's [Academic Integrity Policy](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) is regarded as another form of plagiarism. AI generated and assisted submissions cannot achieve a passing grade in this course. Your individual effort to master reading and writing is necessary to ensure you are competent to surpass generative AI in the future – whether in academia, research, the workplace, or other domains of society. If you are unable to perform the written work in this class independent of AI technology, you are jeopardizing your good standing in this class and in the university. Plagiarism of any kind will result in automatic failure of the assignment (with no possibility of a rewrite), and possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty.

If you are unsure about whether some portion of your work may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs):

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

- English 1A Course Reader for Professor Gregory at Maple Press, right across the street from campus on 10th Street. You will need this hard copy of our materials to refer to during in-class writing assignments. No digital copies allowed.
 - Cost and Payment: You can pay for it ahead of time at ____ link or drop by and pay for it in person. The cost is \$14.95 (tax included).
 - Location: Maple Press, 330 S. 10th Street, San Jose CA 95112
 - Phone: 408-297-1000
 - Hours: Mon-Thu 8:30 am - 4:45 pm, Fri 8:30 am - 4:00 pm
- Other Reading Materials: A few other reading assignments will be available to you in Canvas to download and print.

Other technology requirements / equipment / material

- Writing Materials: You will be given a report folder and college-lined paper to complete in-class writing assignments. You will need to supply your own favorite writing implements: pens, pencils, erasers, correction tape, etc.
- Computer Access: You will need access to a computer to consult Canvas for assignment instructions and some submissions, due dates, announcements, and grades. On a few occasions I will ask you to bring a laptop to class.

Course Requirements and Assignments

Assignments

Culminating Writing Assignment	Word Count	GELOs
Unit 1 Writing Assignment: humor theory analysis	1000	1, 2, 4, 5
Unit 2 Writing Assignment: satire comparison and argument	1000	1-5
Unit 3 Writing Assignment: satire analysis	1000	1-5
Unit 4: Writing Assignment: Final self-reflection e-portfolio	750	1-5

- **Major Writing Assignments** (GELOs 1-5): For each unit, there is a culminating writing assignment, for which you will be given a prompt with specific guidelines. Your work will be evaluated for its quality and your participation in the writing process. Total points for the assignments are distributed across separate drafting tasks, including thesis, paragraphs, rough draft, and final draft. For example, the final draft may only be worth 25 points, while the remaining 25 points are distributed across drafting stages, for a total of 50 points. Thus, it's important to participate in the drafting process to get as many points possible for the assignment. All stages of composition will be completed in class. We will use a lock down browser to type up final drafts.
- **Peer Review Workshops and Essay Revision** (GELOs 1, 2, 5): You will participate in peer review workshops, exchanging draft paragraphs and essays to comment upon one another's work and offer encouragement and suggestions for improvement.

- **Composition Notebooks for Assignments** (GELOs 1, 4, 5): At the beginning of the semester, you will be given a composition folder. All your work and exercises will be composed in class and placed in the binder that you'll turn in at the end of each class meeting for points. You can expect to write reading responses, draft portions of your papers, and complete grammar and style exercises during class. Written reading and discussion responses should be at least a healthy paragraph, around 200 words in length, and demonstrate thoughtfulness in response to the prompt and assigned reading.
- **Constructive Participation Credit** (GELO 1, 3, 4): 10% of your grade consists of active and constructive participation in whole-class discussions. I will ask you to participate in reading aloud our required texts in class. Your contributions enrich discussions and deepen our understanding of the material, so be present, participate, make comments, and ask questions.

✓ Grading Information

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>98 to 100%</i>
<i>A</i>	<i>93 to 97%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>88 to 89 %</i>
<i>B</i>	<i>83 to 87%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>78 to 79%</i>
<i>C</i>	<i>73 to 77%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>68 to 69%</i>
<i>D</i>	<i>63 to 67%</i>

<i>Grade</i>	<i>Percentage</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>59% and below</i>

Major Assignments (points include process drafts)	Points
Unit 1 Writing Assignment	50 (~19%**)
Unit 2 Writing Assignment	60 (~22.5%)
Unit 3 Writing Assignment	60 (~22.5%)
Unit 4 Writing Assignment	25 (~9.5%)
Other Assignments	Points
Reading responses, quizzes, in-class activities, grammar exercises	50* (~19%)
Constructive class participation	20 (~7.5%)
Total	265*

Notes:

*These points are approximate, depending on how many activities we do throughout the semester.

**The percentages are approximate.

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

Week	Date	Major Writing Assignments and Deadlines <ul style="list-style-type: none"> • <i>Please consult the Modules in Canvas for more detailed up-to-date, week-by-week assignments and deadlines.</i> • <i>Assignment due dates are subject to change and students will be notified in advance.</i> • <i>Most readings are in our Course Reader ("CR" below).</i> • <i>Additional readings are available in Canvas to print or are given as handouts.</i>
1	Th, 8/21	First day of class: Introductions
2	Tu, 8/26	Before Class: <ul style="list-style-type: none"> • Reflect: Funniest Moment In Class: <ul style="list-style-type: none"> • Write: Funniest Moment: What and Why? • Slides on the Dramatistic Pentad and the Rhetorical Situation • Write: New Yorker Cartoon Caption: Which and Why? (<i>CR</i> pp. 1-5)

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	Th, 8/28	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Rappoport's "What Makes Us Laugh" pp. 15-19 (<i>CR</i>: pp. 6-8) • Read: Morreall's "The Incongruity Theory" pp. 225-227 (<i>CR</i>: pp. 10-11) <p>In Class:</p> <ul style="list-style-type: none"> • Humor Theory Chart and key notes (<i>CR</i>: p. 12) • Read: Five theories from Rappoport's essay • Read: Morreall on Incongruity • <i>SNL</i> Sketch Analysis Part I
3	Tu, 9/2	<p>Attend "Jumpstarting Digital Literacy" workshop (https://new.express.adobe.com/webpage/NP8QoZ6fCwxSn) in the Student Union Ballroom during our class time. Register before hand; attendance will be noted.</p>
	Th, 9/4	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Rappoport's "What Makes Us Laugh" pp. 19-21 (<i>CR</i>: pp. 8-9) • Read Tueth's "Breaking and Entering: Transgressive Comedy on Television" excerpt 106-107 (<i>CR</i>: p. 15) <p>In Class:</p> <ul style="list-style-type: none"> • Complete the Humor Theory Chart for Release and Relief • Slides about Transgressive Humor (Release and Relief) and Types of Irony • <i>SNL</i> Sketch Analysis Part II

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4	Tu, 9/9	<p>In Class:</p> <ul style="list-style-type: none"> • Write: Funniest moment analysis--Revisited • Write New Yorker cartoon--Revisited • SNL videos and discussion • Developing your paragraphs through example • Read Essay Prompt 1 (Canvas)
	Th, 9/11	<p>Before Class:</p> <ul style="list-style-type: none"> • Choose video as subject for your analysis • Integrating quotations video and quiz (Canvas) • Take SJSU Library's plagiarism tutorial and quiz (Canvas) <p>In Class:</p> <ul style="list-style-type: none"> • Quoting step-by-step, models, and exercise • Prewriting for Essay 1: Brief summary for context • Organizing Essay 1: Thesis and outlines
5	Tu, 9/16	<p>In Class:</p> <ul style="list-style-type: none"> • Developing Paragraphs through Example • Brainstorm and Draft a body paragraph for Essay 1
	Th, 9/18	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Rice's "Revising Paragraphs" (<i>CR</i>: pp. 47-51) <p>In Class:</p> <ul style="list-style-type: none"> • Brainstorm and Draft a 2nd body paragraph for Essay 1 • Transitions

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6	Tu, 9/23	<p>In Class:</p> <ul style="list-style-type: none"> • Sentence fragments • Peer Review for paragraphs, Essay 1
	Th, 9/25	<p>In Class:</p> <ul style="list-style-type: none"> • Developing and Intro and Thesis for Essay 1 • Draft introductory paragraph and thesis for Essay 1
7	Tu, 9/30	<p>In Class:</p> <ul style="list-style-type: none"> • Conventions of concluding paragraphs • Draft a conclusion • Read: Lesson 9: Concision (CR: 52-55) and exercise
	Th, 10/2	<p>Before Class:</p> <ul style="list-style-type: none"> • Bring your laptop to class <p>In Class:</p> <ul style="list-style-type: none"> • Install Respondus Lockdown Browser • Whole draft peer review, Essay 1
8	Tu, 10/7	<p>Before Class:</p> <ul style="list-style-type: none"> • Bring your laptop to class with Lockdown Browser installed <p>In Class:</p> <ul style="list-style-type: none"> • Type and Revise for Final Draft of Essay 1

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	Th, 10/9	<p>In Class:</p> <ul style="list-style-type: none"> • Read: Definition of Satire and Satirical Devices (handout) • Read: Boyle's "Ch. 4 Introduction "Purpose: What Is the Function of Satire in a Democratic Society?" (204-206) (<i>CR</i> p. 20) • <i>The Onion</i> • Read Essay Prompt 2 (Canvas)
9	Tu, 10/14	<p>In Class:</p> <ul style="list-style-type: none"> • Read: Getches' "I Have a Chip but It's Not on My Shoulder" (<i>CR</i>: pp. 21-22) • Exercise: Satirical devices in Getches' essay
	Th, 10/16	<p>In Class:</p> <ul style="list-style-type: none"> • Read: Twain's "The War Prayer" (<i>CR</i>: pp. 23-25) • Exercise: Satirical devices in Twain's essay
10	Tu, 10/21	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Tueth's "Breaking and Entering: Transgressive Comedy on Television" pp 104-114 (<i>CR</i>: pp. 14-19) • "Fisher's "What Everyone Gets Wrong about Charlie Hebdo" (<i>CR</i>: pp. 26-30) <p>In Class:</p> <ul style="list-style-type: none"> • Slideshow Tendentious Humor • Discussion of Tueth's and Fisher's articles

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	Th, 10/23 In Class:	In Class: <ul style="list-style-type: none"> • Read: The Onion's "Gun Laws in Every State" (<i>CR</i>: pp. 21-39) • Read: The Onion's "Students React to Yet Another School Shooting" (<i>CR</i>: pp. 40-43) • Read: The Onion's "Biggest Revelations from the Uvalde School Shooting Report" (handout)
11	Tu, 10/28	In Class: <ul style="list-style-type: none"> • Draft 1st body paragraph for Essay 2
	Th, 10/30	In Class: <ul style="list-style-type: none"> • Draft a 2nd body paragraph for Essay 2
12	Tu, 11/4	In Class: <ul style="list-style-type: none"> • Draft intro and concluding paragraphs for Essay 2
	Th, 11/6	In Class: <ul style="list-style-type: none"> • Peer review for Essay 2
13	Tu, 11/11	Veteran's Day--NO CLASS

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	Th, 11/13	<p>Before Class:</p> <ul style="list-style-type: none"> • Bring your laptop to class <p>In Class:</p> <ul style="list-style-type: none"> • Read about our next unit • Revise for Final Draft of Essay 2 <p>After Class over Weekend:</p> <ul style="list-style-type: none"> • Watch film (Canvas or your own streaming service)
14	Tu, 11/18	<p>Before Class:</p> <ul style="list-style-type: none"> • Bring your laptop to class <p>In Class:</p> <ul style="list-style-type: none"> • Create Works Cited page for Essay 2 • Discussion and response to film
	Th, 11/20	<p>In Class:</p> <ul style="list-style-type: none"> • Prep for Short Response Exam
15	Tu, 11/25	<p>Before Class:</p> <ul style="list-style-type: none"> • Bring your laptop to class <p>In Class:</p> <ul style="list-style-type: none"> • Short Response exam

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	Th, 11/27	Thanksgiving Holiday--NO CLASS
16	Tu, 12/2	<p>Before Class:</p> <ul style="list-style-type: none"> • Bring your laptop to class <p>In Class:</p> <ul style="list-style-type: none"> • Self-Reflection Essay prep
	Th, 12/4	<p>Last Day of Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Bring your laptop to class <p>In Class:</p> <ul style="list-style-type: none"> • Draft your Self-Reflection Essay

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Final ePortfolio due	Th, 12/11 or Tu, 12/16	<p>All items for the final ePortfolio are due at the end of the final exam period for our class. Please note your section's time and date below:</p> <p>Sect 13 (09:00 am class): Th, Dec 11 at 10:30 am</p> <p>Sect 14 (10:30 am class): Th, Dec 11 at 12:45 pm</p> <p>Sect 15 (12:00 pm class): Tu, Dec 16 at 12:45 pm</p> <p>Sect 16 (3:00 pm class): Th, Dec 11 at 3:00 pm</p> <p>Sect 80 (4:30 pm class): Tu, Dec 16 at 5:15 pm</p>