

# First Year Writing

## ENGL 1A

Spring 2026 Section 02 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/25/2026

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Welcome to ENGL 1A Section 02!

Class time: MW, 9:00-10:15 AM

Class location: Hugh Gillis Hall 120

Instructor: Taylor Hooten

Email: [taylor.hooten@sjsu.edu](mailto:taylor.hooten@sjsu.edu)

Office: FOB 116

Office hours: Tuesdays 3:00-4:00 PM (in-person) or by appointment (via Zoom)

## Contact Information

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Instructor: Taylor Hooten

Email: [taylor.hooten@sjsu.edu](mailto:taylor.hooten@sjsu.edu)

Office: FOB 116

### Office Hours

Tuesday, 3:00 PM to 4:00 PM, FOB 116

OR by appointment (via Zoom)

## Course Information

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### 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 6000 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>)

## Course Description and Requisites

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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.

*Satisfies 1A. Written Communication I (Formerly Area A2).*

**Prerequisite(s):** Completion of Reflection on College Writing

**Grading:** Letter Graded

## \* Classroom Protocols

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### Attendance and Participation

Active participation is necessary to succeed in this class. I expect you to meaningfully contribute to discussion during class, which means going beyond merely "agreeing" or "disagreeing" with others. When participating in group work (which will frequently occur) you *must* engage with your peers. Attending class regularly and reliably is crucial to the core of this class. Participation is 15% of your grade, and you must be present to earn those points.

However, **please do not attend class if/when you are sick** or feeling under the weather. Stay home, rest and recover, and we'll see you back in class when you're better. Please email me if you can't make it to class and let me know your plan to catch up. If you need to be out for an extended period due to illness, emergency, injury, etc., email me so I can accommodate you. I want everyone to pass this class, so please keep me in the loop!

### Technology

We live in an increasingly digital world and, as such, we'll be using technology during class. You'll need access to technology outside of class as well. Please make sure you bring some sort of smart device (laptop, tablet with keyboard, etc.) to utilize during our time together. For this course you will **always** submit essays, reflections, etc. through Canvas. I don't accept hard copies of essays because I don't want to carry around or keep up with stacks of papers. If you don't have access to a computer, please see the technology desk at the library on campus.

Although we'll be using technology often during our class, please don't abuse my relatively lax policy on it by scrolling through Reddit, reading fanfiction, watching YouTube shorts, using Hinge, etc... It's important that we're all present to have engaging discussions, and using technology for things like this during class will distract from that. Should technology become too distracting during class, we may need to revisit this policy. If you need to take a call, please step out of the classroom to do so out of respect for your peers and myself.

**If you are blatantly on your phone during discussion, lectures, or activities, you will be asked to either put it away or leave my class for the day. Please be respectful of both your time and mine.**

### AI / Generative AI / Plagiarism

The university's current stance on the use of AI is as follows: "Submitting AI-generated work is categorically a violation of SJSU's academic integrity policy, which includes a definition of plagiarism as 'the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.'"

However, we may occasionally work with AI in this class. Specifically, we may sparingly use generative AI (yes, like ChatGPT) on **certain in-class group assignments** to investigate its role (or lack thereof) in academia. **But you will have ALWAYS advance notice of these assignments. It will be clear in the assignment instructions if you may use AI. It is NEVER okay to use AI on assignments for my class unless expressly clear in the assignment instructions. This includes AI software like Grammarly.**

My general rule of thumb is that if you must ask yourself “am I plagiarizing?” or “is this plagiarism?” you probably shouldn’t do it. Please contact me or come to my office hours if you need help understanding plagiarism or are ever unsure if something is or isn’t considered plagiarism. Remember: plagiarism is using ideas and words that are not your own but claiming they are your own without giving proper credit to the source. Using AI is plagiarism in this instance, and will be treated as such in this class.

**If you choose to ignore this policy and use AI anyway (on assignments where AI assistance is not permitted), you will be reported to the university for plagiarism. If you've plagiarized in ANY way on an assignment for this class, you will not receive feedback on your paper and will not receive a passing grade.**

## Extensions

Sometimes things come up and you can't submit a major assignment on time. If you need an extension, I am generally very accommodating. As long as you email me **at least 24 hours prior** to the due date of the assignment and ask me for an extension, it will likely be granted. You don't need to go into the details of why you need the extension, but you do need to politely request one. **If you demand an extension, it will not be granted.**

Similarly, if you request an extension on the day the assignment is due it will not be granted to you. I also do not grant extensions on weekly reflections, as those discussion boards remain open for an entire week, every week.

There are no grading penalties on assignments that students arrange an extension for.

## Late Work

It is your responsibility to manage your time wisely and submit work on time. If absent, you can make up most missed assignments by communicating your plan to catch up, with the exception of in-class group activities and weekly reflection discussion boards. Since the discussion boards remain open for an entire week, every week, I don't accept them late. Please also note that **I will not accept *any* late assignments after our last day of class (May 11th).**

Late assignments with no arranged extension-- meaning that you did not communicate with me or ask me for an extension-- will not receive full credit. Unexcused late assignments will be marked down five points off for each day they are late, but I stop taking off these points once you hit a 50 to give you a grace period. If you then still don't turn in the missing assignment by the last day I accept late work (May 11th), you will receive a 0 for the assignment instead.

# Respect

You must treat your peers and myself with respect. We *cannot* have engaging or meaningful discussions that include hateful language, intentionally combative, offensive, or derogatory comments, or any otherwise disrespectful behavior. Disrespect will not be tolerated and I reserve the right to remove anyone from the classroom that makes the space feel dangerous or unwelcoming.

Treat others with kindness both outside of and during class discussions. This policy extends to Canvas discussion boards. We can all learn from each other if we keep the classroom a safe and welcoming environment to share our opinions respectfully. (Just be nice!)

# Food

I don't mind if you have snacks during class. I love snacks. I just ask that you don't order food to the classroom or bring in full meals. If you leave behind crumbs/wrappers, we'll revisit this policy.

# Communication

If you need to contact me outside of class or my office hours, email is the quickest way to reach me.

During the week I will do my best to respond to your email within 24 hours. I will also do my best to respond to you within 48 hours over the weekend. If your message is urgent, please make that clear in the subject line. Allow me the allotted 24 or 48 hours before sending additional emails asking if I got your first one.

However, if you email me asking a question that is answered on the syllabus, I will not reply out of respect for my time. Or, I'll simply reply and tell you to check the syllabus. Please consult the syllabus first, and if you have further questions then you may email me. The syllabus is here to help you! It's like a detailed map of our class.

# Extra Feedback

I am happy to look over your project drafts before the deadline if you need extra help, feedback, advice, direction, etc. I can also help you brainstorm topic ideas for your essays. This can be done during office hours or by emailing me to schedule an appointment outside of my office hours.

# Office Hours

I will hold in-person office hours on Tuesdays from 3:00-4:00 PM in FOB 116. If you'd rather meet on Zoom, or are otherwise unavailable at that time, please email me so we can set up an appointment and I can send you a link.

## Program Information

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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)

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### **GE Area 1A: Written Communication I**

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 others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

### **GE Area 1A Learning Outcomes**

Upon successful completion of an Area 1A 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 requirement**

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

## Course Materials

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You are not required to purchase a textbook for this class. Instead, I'll upload a custom Course Reader to Canvas for you to download and access.

The Course Reader is a PDF of all of the semester's assigned readings in one place. Since it's one file, it should be easy for you to access and even print out if you'd like a hard copy of our readings.

All of the assigned readings will be free to you. For example, *Bad Ideas About Writing (BIAW)* is a collection that we'll often be reading from. It's an open-source resource, which means it can be accessed online for free. The essays I've selected from *BIAW* will appear in the Course Reader, along with other supplemental readings. If you have any questions about the course reader, please let me know.

## Course Requirements and Assignments

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### Reading Reflections (25% of grade)

Each week you will be assigned something to read from the Course Reader. The Course Reader is a single PDF that can be accessed via the Canvas module titled "Readings." Each week that something is assigned for you to read, you will reflect and respond to it through a Canvas discussion board. Regularly check both the Canvas announcements and the schedule at the bottom of this syllabus for updates to the reading schedule.

Reading reflections are your space to practice reflective writing. The goal of these reflections is not only to prove to me that you read the text(s), but to encourage you to engage with the text(s) *beyond* just reading. Essentially, I'm looking for you to show me that you can take a text that may not always interest you and put yourself in conversation with it. Each week's Canvas module will contain that week's discussion board with a prompt for you to answer.

Reflecting on what you've read will better prepare you to come to class with questions, concerns, and thoughts about the readings. We will always start class by discussing the assigned readings, so come prepared to talk about what you've read!

Weekly reflections are open for an entire week and are due Sunday nights at 11:59 PM. They lock afterwards, so be on time.

### Participation (15% of grade)

Are you attending class regularly and participating actively in discussion? Are you taking notes during lectures? Do you participate in group activities with appropriate enthusiasm? If so, you're probably earning your full participation points.

If you don't attend class regularly, don't participate in discussion, don't take notes, don't participate in group activities, or roll your eyes when we have a class discussion, then you're likely earning no participation points.

If you're ever unsure where you stand with participation or have questions, please ask me.

## Peer Reviews (15% of grade)

During class before a final draft is due, we will dedicate class time to a peer review activity. Peer reviewing not only gives you a chance to give and receive feedback from your peers before your draft is due, but it also exposes you to different approaches to the assignment and to writing that is not your own. We will cover peer review best practices in class.

## Project One: Short Argumentative Essay (10% of grade)

This major project consists of both a rough and final draft. MLA format (12 pt. Times New Roman font, double-spaced, MLA header). I do not accept hard copies of essays. You will turn this in on Canvas. 750 words per draft.

More details and assignment guidelines will be provided in class and on Canvas closer to the assignment deadline.

## Project Two: Rhetorical Analysis Essay (15% of grade)

This major project consists of both a rough and final draft. MLA format (12 pt. Times New Roman font, double-spaced, MLA header). I do not accept hard copies of essays. You will turn this in on Canvas. 1000 words per draft.

More details and assignment guidelines will be provided in class and on Canvas closer to the assignment deadline.

## Project Three: Research Project (20% of grade)

This major project consists of a proposal, outline, rough and final draft, and a final presentation.

More details and assignment guidelines will be provided in class and on Canvas closer to the assignment deadline.

## Final Portfolio/Reflection (Required to Pass Class)

SJSU requires that all students in ENGL 1A complete a culminating experience. This includes a portfolio of your work from the semester and a reflection essay of 500 words. Later in the semester you will be added to a separate Canvas course to submit your portfolio and reflections, detailing your experience and what you learned in our section of ENGL 1A. The last portion of the semester will focus on the final portfolio. We will cover this in class in greater detail closer to the deadline. We will not take a final exam. THIS is submitted in place of your final exam and is required to pass the class. **It will not be graded but you must submit it to receive a passing grade in this class.**

## Grading Information

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Below is a table of the major assignments that details which learning outcomes they prepare you for, how much weight they carry, and how many points they are worth.

\*Please note that your grade in Canvas may not reflect your current grade in ENGL 1A, as your attendance and participation are worth 15% of your grade and this is not generally factored in on Canvas. If you're ever concerned about your grade, please set up an appointment with me.

Assignment	Learning Outcomes	Percentage of Grade	Points (Breakdown)
Weekly Reading Reflections	CLOs/GELOs (2-5)	25%	250 points (about 17 points per reflection)
Participation (in-class discussions, group activities, etc.)	CLOs/GELOs (1,3,4)	15%	150 points (5 points per class period)
Peer Reviews	CLOs/GELOs (1,2,4)	15%	150 points (50 points per peer review)
Project One (incl. process work)	CLOs/GELOs (1,2,5)	10%	100 points (50 points per draft)
Project Two (incl. process work)	CLOs/GELOs (1,2,3,5)	15%	150 points (75 points per draft)
Project Three (incl. process work)	CLOs/GELOs (1-5)	20%	200 points (breakdown): 20 = proposal 20 = outline 40 = rough draft 60 = final draft 60 = in-class presentation
Final Portfolio/Reflection	CLOs/GELOs (1,4,5)	N/A	<u>Required to pass the class!</u>
<b>Total</b>	N/A	100%	1000 points

Since the class is worth a total of 1000 points, our letter grade scale is as follows:

A+ = 97-100% (970-1000 total points)

A = 94-96% (940-969 total points)

A- = 90-93% (900-939 total points)

B+ = 87-89% (870-899 total points)

B = 84-86% (840-869 total points)

B- = 80-83% (800-839 total points)

C+ = 77-79% (770-799 total points)

C = 74-76% (740-769 total points)

C- = 70-73% (700-739 total points)

D+ = 67-69% (670-699 total points)

D = 64-66% (640-669 total points)

D- = 60-63% (600-639 total points)

F = 59% or less (599 total points or less)

*Please note that you need a grade of C- or higher to receive GE credit for this course.*

## University Policies

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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

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This schedule is tentative and subject to change. Regularly check this schedule and our Canvas announcements. Here you'll find what we're doing in class, as well as any assigned readings and due dates.

Unit 1: Argumentative Essay	Mon 1/26	<p>During class: Introductions, syllabus, community building, etc.! Introducing the Course Reader and readings</p> <p>Read: "Some People are Just Born Good Writers" from <i>Bad Ideas About Writing</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
	Wed 1/28	<p>During class: Discussion on writing, community building. Plagiarism and AI overview</p> <p>Read: "Reading Games" (accessed via Course Reader on Canvas)</p> <p>Due: <b>Welcome Survey (on Canvas) due 1/31 @ 11:59 PM</b></p> <p><b>Reading Reflection 1 (on Canvas) due 2/1 @ 11:59 PM</b></p>
	Mon 2/2	<p>During class: Discussion over assigned readings, what makes writing "good" or "bad," and who gets to decide that? + Email writing group activity</p> <p>Read: "You Can Learn to Write in General" from <i>Bad Ideas About Writing</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
	Wed 2/4	<p>During class: Community building + ChatGPT group activity</p> <p>Read: "America is Facing a Literacy Crisis" from <i>Bad Ideas About Writing</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Reading Reflection 2 (on Canvas) due 2/8 @ 11:59 PM</b></p>

Mon 2/9	<p>During class: Discussion over assigned readings + lecture on the fallacies of argument in the digital age (how we're being influenced daily!)</p> <p>Read: "Introduction" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
Wed 2/11	<p>During class: Fallacies of argument games/activities</p> <p>Read: "You Mean I Can Just Say It That Way?" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Reading Reflection 3 (on Canvas) due 2/15 @ 11:59 PM</b></p>
Mon 2/16	<p>During class: Discussion over assigned readings + writing to "sound like yourself" activity + MLA introduction lecture</p> <p>Read: "They Say" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
Wed 2/18	<p>During class: How to form an argument lecture + community building</p> <p>Read: "Her Point Is" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Project 1 Rough Draft due 2/20 @ 11:59 PM</b></p> <p><b>Reading Reflection 4 (on Canvas) due 2/22 @ 11:59 PM</b></p>
Mon 2/23	<p>During class: Discussion over assigned readings + lecture on revision ("re-vision" and what revision really means/why it matters)</p> <p>Read: "There is One Correct Way of Writing and Speaking" from <i>Bad Ideas About Writing</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>

	Wed 2/25	During class: Peer Review 1 (bring a copy of your current draft)
		<p>Read: "As He Himself Puts It" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Reading Reflection 5 (on Canvas) due 3/1 @ 11:59 PM</b></p>

Unit 2: Rhetorical Analysis Essay	Mon 3/2	<p>During class: Discussion over assigned readings + community building</p> <p>Read: "Strong Writing and Writers Don't Need Revision" from <i>Bad Ideas About Writing</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
	Wed 3/4	<p>During class: NO CLASS - prof out of town for conference</p> <p>Read: N/A</p> <p>Due: <b>Project 1 Final Draft due 3/6 @ 11:59 PM</b></p> <p><b>Reading Reflection 6 (on Canvas) due 3/8 @ 11:59 PM</b></p>
	Mon 3/9	<p>During class: Discussion over assigned readings + Introduction to rhetoric and Aristotle's points, history of rhetoric lecture</p> <p>Read: "Rhetoric is Synonymous with Empty Speech" from <i>Bad Ideas About Writing</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
	Wed 3/11	<p>During class: Rhetoric/fallacies of argument games/activities</p> <p>Read: "Yes / No / Okay, But" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Reading Reflection 7 (on Canvas) due 3/15 @ 11:59 PM</b></p>
	Mon 3/16	<p>During class: Discussion over assigned readings + lecture on YouTuber apologies (can you spot the fallacies?)</p> <p>Read: "And Yet" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>

Wed 3/18	<p>During class: Rhetorical analysis of commercials/ads (can you spot the fallacies?)</p> <p>Read: "Skeptics May Object" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Project 2 Rough Draft due 3/20 @ 11:59 PM</b></p> <p><b>Reading Reflection 8 (on Canvas) due 3/22 @ 11:59 PM</b></p>
Mon 3/23	<p>During class: Discussion over assigned readings + genre game</p> <p>Read: "English Sentence Patterns" (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
Wed 3/25	<p>During class: Peer Review 2 (bring a copy of your current draft)</p> <p>Read: "The Five-Paragraph Essay is Rhetorically Sound" from <i>Bad Ideas About Writing</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Reading Reflection 9 (on Canvas) due 3/29 @ 11:59 PM</b></p>
Mon 3/30	<p>During class: NO CLASS - SPRING BREAK</p> <p>Read: "So What? Who Cares?" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
Wed 4/1	<p>During class: NO CLASS - SPRING BREAK</p> <p>Read: N/A</p> <p>Due: <b>Reading Reflection 10 (on Canvas) due 4/5 @ 11:59 PM</b></p> <p><b>Project 2 Final Draft due 4/5 @ 11:59 PM</b></p>

Unit 3: Research Project	Mon 4/6	<p>During class: Discussion over assigned readings + lecture on accurate sources + intro to Project 3 + presentation time slots</p> <p>Read: "Thesis Info" (accessed via Course Reader on Canvas)</p> <p>Due: <b>Presentation Time Slots Sign-Up (on Canvas)</b></p>
	Wed 4/8	<p>During class: TBD</p> <p>Read: N/A</p> <p>Due: <b>Project 3 Proposal due 4/10 @ 11:59 PM</b></p> <p><b>Reading Reflection 11 (on Canvas) due 4/12 @ 11:59 PM</b></p>
	Mon 4/13	<p>During class: Discussion over assigned readings + website analysis group activity</p> <p>Read: "Annoying Ways People Use Sources" (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
	Wed 4/15	<p>During class: Revising annoying source usage group activity</p> <p>Read: "MLA Formatting" (accessed via Course Reader on Canvas)</p> <p>Due: <b>Project 3 Outline due 4/17 @ 11:59 PM</b></p> <p><b>Reading Reflection 12 (on Canvas) due 4/19 @ 11:59 PM</b></p>
	Mon 4/20	<p>During class: Discussion over assigned readings + unit 3 Gimkit</p> <p>Read: "As a Result" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>

Wed 4/22	<p>During class: Unit 3 Gimkit games</p> <p>Read: "But Don't Get Me Wrong" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: <b>Project 3 Rough Draft due 4/24 @ 11:59 PM</b></p> <p><b>Reading Reflection 13 (on Canvas) due 4/26 @ 11:59 PM</b></p>
Mon 4/27	<p>During class: TBD</p> <p>Read: "He Contends" from <i>They Say, I Say</i> (accessed via Course Reader on Canvas)</p> <p>Due: N/A</p>
Wed 4/29	<p>During class: Peer Review 3 (bring a copy of your current draft)</p> <p>Read: N/A</p> <p>Due: <b>Reading Reflection 14 (on Canvas) due 5/3 @ 11:59 PM</b></p>
Mon 5/4	<p>During class: Presentations</p> <p>Read: N/A</p> <p>Due: N/A</p>
Wed 5/6	<p>During class: Presentations</p> <p>Read: N/A</p> <p>Due: <b>Project 3 Final Draft due 5/8 @ 11:59 PM</b></p> <p><b>Reading Reflection 15 (on Canvas) due 5/10 @ 11:59 PM</b></p>
Mon 5/11	<p>During class: Presentations</p> <p>Read: N/A</p> <p>Due: N/A</p> <p><b>Final Portfolio due TBD</b></p>

