

# First Year Writing Section 57

## ENGL 1A

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/26/2024

### 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. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

### \* Classroom Protocols

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#### Classroom Protocol

While engaging with peers and assignments, students are to be respectful of the unique characteristics and qualities that make each of us who we are. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed. Likewise, in-class discussions, texts/readings/viewings, and projects/activities may include materials that can be contentious and even potentially upsetting to you or others. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such materials with me. If for any reason such material causes you alarm, I encourage you to speak with me directly at your earliest convenience.

**Restroom breaks:** If you need to use the restroom at any point during class, there is no need to ask, wait, or otherwise make a show of it. Simply get up and go do your business.

**Cell phone use:** We've been in the digital age for years. If you need to use your cell phone to google something, text, etc, by all means. We all understand this is a classroom, however, and we're not here to engage with your cell phone activity. Be courteous to your peers and to me. If you need to take a call or something else that would interrupt class, kindly step outside.

**Food and drink:** I don't mind if you need to have a snack in class because reasons. Drinks are always fine, too (no alcohol, of course). What I do mind is bringing/ordering an entire meal to class. Show up late if you need to finish eating or bring enough food for everyone.

Additionally, any student that needs accommodations or assistive technology due to a disability should work with the [Accessible Education Center \(AEC\)](https://www.sjsu.edu/aec/) (<https://www.sjsu.edu/aec/>), and the instructor. If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in interruption or slowing of accommodations process.

### CSU COVID-19 Vaccine Requirement and Protocol

All students must submit their COVID-19 vaccination requirements and comply with the Presidential [Directive 2021-02 \[pdf\]](https://www.sjsu.edu/president/docs/PD%20081821%20Student%20COVID%2019%20Policy%20REVISED%208%2016%2022.pdf) (<https://www.sjsu.edu/president/docs/PD%20081821%20Student%20COVID%2019%20Policy%20REVISED%208%2016%2022.pdf>) and [CSU COVID-19 Policy](https://calstate.policystat.com/policy/11030468/latest/?mkt_tok=NjYzLVVLUS050TgAAAF_qklzrMX8plxXAqtcwpY5ITMSBKropI0_7T_gOvBzrchVR00_JHe-8CQyIQypJKMzenwjL7ca-X5aYcTPKu_pDSWxE5wvJWQgEAav5Ptv) ([https://calstate.policystat.com/policy/11030468/latest/?mkt\\_tok=NjYzLVVLUS050TgAAAF\\_qklzrMX8plxXAqtcwpY5ITMSBKropI0\\_7T\\_gOvBzrchVR00\\_JHe-8CQyIQypJKMzenwjL7ca-X5aYcTPKu\\_pDSWxE5wvJWQgEAav5Ptv](https://calstate.policystat.com/policy/11030468/latest/?mkt_tok=NjYzLVVLUS050TgAAAF_qklzrMX8plxXAqtcwpY5ITMSBKropI0_7T_gOvBzrchVR00_JHe-8CQyIQypJKMzenwjL7ca-X5aYcTPKu_pDSWxE5wvJWQgEAav5Ptv)). This requirement includes completing the COVID-19 vaccine primary series and booster shot, when eligible.

● SCCPHD has a link for potential vaccine access: <https://vax.sccgov.org/> ([https://vax.sccgov.org/?mkt\\_tok=NjYzLVVLUS050TgAAAGRzdb6pInIReZjtpGag7teUw9PZUO8xoh1zyt\\_JK4UHi2r\\_EccgwwHSPmAyGC3zLKHWP6a-TNnMc0V2ultSD7IKfp-idTEaTGY2w7dwwCA](https://vax.sccgov.org/?mkt_tok=NjYzLVVLUS050TgAAAGRzdb6pInIReZjtpGag7teUw9PZUO8xoh1zyt_JK4UHi2r_EccgwwHSPmAyGC3zLKHWP6a-TNnMc0V2ultSD7IKfp-idTEaTGY2w7dwwCA)). This site will help you determine whether you are currently eligible for a vaccine.

**Please note:** While masks are not required inside our classroom at this time, if anyone so chooses to wear a mask while in class their choice will be honored and respected. If guidelines change and masks are required in class again, there will be a zero-tolerance policy for anyone who refuses to wear a mask.

Should you test positive for COVID at any point during the semester, please contact me ASAP, so that we can make any necessary accommodations. The CDC recommends you remain home for a minimum of 5 days until you test negative- this recommendation should be taken seriously.

## CSU Work Stoppage Note

Important note about a possible work stoppage during the semester:

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. **Right now, a CSU-wide strike is planned for the week of January 22-January 26 (the first week of classes).** It is possible that we will call additional strikes or other work stoppages this term. I promise to promptly inform you of any schedule disruption.

Additionally, **any strike by faculty and staff is a legally protected act.** You may see a message on your Canvas dashboard about CSU Management asking students to report when classes have been canceled due to a strike. It's not your job to keep track of that- that's management's jobs- and there's no need for you to provide information on striking workers.

Our working conditions are your learning conditions; we seek to protect both. Feel free to voluntarily join us on the picket line! For further information go to [www.CFABargaining.org](http://www.cfabargaining.org/) (<http://www.cfabargaining.org/>).

# 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 Goals

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### Course Format

This course meets on campus, in-person. I will use Canvas, the SJSU Learning Management System, to publish instructional materials, agendas, readings, activities, and assignments. In Canvas, you will submit your drafts, assignments, and reading responses with peer responses. Because of this, you will need regular access to the Internet and a computer, as well as your SJSU email account.

To produce and share your work, you will need software that allows you to save files as .doc or .docx, or .pdf. Canvas gives you access to Google docs for collaborations, as well as presentation software. Canvas includes video and audio recording abilities with Studio. If you need help to access these technologies, please contact the Student Technology Service Desk.

As a student, you are entitled to free access to Microsoft Office, so visit [this link to the Microsoft Office \(https://ischool.sjsu.edu/post/microsoft-office\)](https://ischool.sjsu.edu/post/microsoft-office) website if that is something you need (you must use your SJSU email, which you can access by visiting [this link to the most popular one.SJSU applications \(https://one.sjsu.edu/\)](https://one.sjsu.edu/) and then by clicking on "My Email G Suite").

### Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Log in and look for "SP24: ENGL-1A Sec 57 - First Year Writing" among the courses in your dashboard. I will use Canvas messaging and announcements to update you, so it is your

responsibility to check regularly for emails from me via Canvas. They will populate in your sjsu.edu email account (which you will need to set-up access for), in your Canvas inbox, and in any other email you link in Canvas.

## **ENGL 1A - Course Description**

### *ENGL 1A*

First Year Writing is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

### *Section 57*

But what about those situations? Everyday we all have exchanges of ideas and voice, and those interactions can be communicated in a variety of ways. You've probably sent a tweet before. Maybe you've performed at a cafe for the new EP you just dropped. Perhaps you enjoy discussing the latest athletic event and the merits of the judging system. All fun things. But have you also driven by a billboard? Or watched a political debate? How about painfully struggled through the 30-second ad during your favorite show on [insert streaming service]? Each of those situations uses rhetoric to try and convince someone of something. And it all starts with writing.

In this course, we're going to examine how different audiences require different writing styles, tonality, verbiage, and how context can morph when multimodal elements are part of the writing experience. By exploring media, professional rhetoric, argumentation, and systems you'll become familiar with here at SJSU, you'll begin to have a better understanding of what rhetoric is, as well as what and how writing affects it. The goal of this course is to help you develop your voice, and also to articulate it effectively and persuasively by understanding the rhetorical situation of audience, purpose, and context, and by using the rhetorical strategies you learn and observe from others.

### **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 Learning Outcomes (CLOs)**

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### **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.

## Course Materials

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### Required Readings and Materials

*On Writing Well: The Classic Guide to Writing Nonfiction*, 30th Anniversary Edition by William Zinsser.

ISBN 9780060891541 (Available for purchase online or [free .pdf copy, no sign-up required](#).

(<http://richardcolby.net/writ2000/wp-content/uploads/2017/09/On-Writing-Well-30th-Anniversa-Zinsser-William.pdf>)

Supplemental articles, readings, etc. (available through Canvas/online, unless otherwise noted.)

A laptop or desktop computer with internet connectivity. (Laptops and iPads may be checked out from the SJSU [Student Computing Service \(https://library.sjsu.edu/student-computing-services/lending-policies\)](https://library.sjsu.edu/student-computing-services/lending-policies) at no cost.)

Writing utensils and college ruled paper.

## Resources

### SJSU Resources

The University provides all students several resources to help you successfully learn in this course.

The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support. Please visit the links below for more information about these services.

- [Accessible Education Center \(https://www.sjsu.edu/aec/\)](https://www.sjsu.edu/aec/)
- [Counseling and Psychological Services \(CAPS\) \(https://www.sjsu.edu/counseling/\)](https://www.sjsu.edu/counseling/)
- [Information Technology \(https://www.sjsu.edu/it/self-service/index.php\)](https://www.sjsu.edu/it/self-service/index.php)
- [Peer Connections \(https://www.sjsu.edu/peerconnections/index.php\)](https://www.sjsu.edu/peerconnections/index.php)
- [SJSU Cares \(https://www.sjsu.edu/sjsucares/\)](https://www.sjsu.edu/sjsucares/)
- [Spartan Food Pantry \(https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php\)](https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php)
- [Student Technology Resources \(https://libguides.sjsu.edu/sttc\)](https://libguides.sjsu.edu/sttc)
- [Student Wellness Center \(https://www.sjsu.edu/medical/index.php?utm\\_source=studenthealth&utm\\_medium=301&utm\\_campaign=studenthealth-reorg\)](https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)
- [Writing Center \(https://www.sjsu.edu/writingcenter/\)](https://www.sjsu.edu/writingcenter/)

## SJSU Library

Our library liaison is [Peggy Cabrera \(https://libguides.sjsu.edu/prf.php?account\\_id=41832\)](https://libguides.sjsu.edu/prf.php?account_id=41832). She is available to help you find resources to do your work in this course. She has set up for students a [library resource page \(https://libguides.sjsu.edu/english\)](https://libguides.sjsu.edu/english) for the Department of English and Comparative Literature. The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

# Course Requirements and Assignments

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## Course Requirements, Time Commitments, & Assignments

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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9-hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

**Media Report:** Media of your choosing, sources cited, possible presentation - (GELO 2, 4, 5)

Choose an example of a written medium (film, song, poem, novel, autobiography, short story, graphic novel, newspaper column, etc.) and write a 2-page report, plus sources cited page (3 pages total). What about the writing works for you? How has it influenced works within and outside its medium? How does the work influence your own writing?

**Critical Essay:** Research and Argumentation essay, sources cited, possible presentation - (GELO 1, 2, 3, 4, 5)

Choose an example of rhetoric and write a 3-page report, plus sources cited page (4 pages total). Who is the intended audience? Does the source effectively or ineffectively accomplish its goal from an audience perspective? How could the example rhetoric have been improved?

**Persuasive Writing:** Cover letter, CV/Resume, etc. - (GELO 2, 3, 5)

Explore good (and bad!) examples of cover letters and resumes. Organize your experiences, skills, and accomplishments, as you learn how to write about and market yourself in a professional setting - often times, before you even know the audience.

**In-class writings:** Selection of writings from prompts given in class - (GELO 5)

Students will engage in writing activities in response to prompts given in class (no make-ups). You will also participate in peer review activities.

**Workshops** - (GELO 2, 4)

Small groups and entire class workshops will provide focused critique and analysis of existing works, mediums, and students' proposed writing projects.

**Reading Responses** - (GELO 1)

Students will summarize weekly readings, reflect on readings as they pertain to their own writing experience, and ask two questions they have about that week's readings (approx. 300-words).

### Class participation

Discussions, peer reviews of presentations, attendance, etc.

### Extra Credit

At instructor's discretion.

## ✓ Grading Information

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### Determination of Grades

#### *Grading, Late Policy, and Missed Work*

This course must be passed with a C- or better, as a CSU graduation requirement. This is a course with assignments totaling 100%, following the standard A-F scale, utilizing minimal grading. You must submit all work on time. Any unexcused late work will be graded down a full letter grade, after the announced deadline has passed. If there is a reason you cannot make a deadline (because life happens) contact me BEFORE THE DEADLINE, so that we may mitigate the situation with a plan of action.

Misuse of these policies by any one student will result in having this option removed for all students. Extra credit may be offered at various points throughout the semester at my discretion. **All proposed regular assignment deadlines will be Mondays @ 1 minute before the start of class (unless otherwise indicated) with work uploaded to Canvas.** Deadline dates and times are subject to change, but I will notify the class of any proposed changes in advance. While some assignments can be made-up for more points, others cannot as they are time-sensitive items and/or reflect your attendance/participation. Without prior notice, if you can't make it to class you forfeit those points for that day, so be wise about your time and responsibilities for the semester.

97-100% = A+

94-96% = A

90-93% = A-

87-89% = B+

84-86% = B

80-83% = B-

77-79% = C+

74-76% = C

70-73% = C-

67-69% = D+

64-66% = D

60-63% = D-

59% or less = F

## 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

SUBJECT TO CHANGE

OWW: On Writing Well

\* : Extra Credit

Week 1 <b>UNIT 1:</b> <b>Building Media Literacy</b>	24 January	HELLO! <b>In class:</b> Introductions, syllabus, Canvas (all the fun stuff!); 1st round of media examples <b>For next class:</b> OWW: Introduction, chp. 21; Propaganda item; review Canvas course shell, update Canvas account, set up SJSU email
Week 2	29 January ----- 31 January	<b>DUE:</b> Reading Response #1; propaganda item; Update Canvas account, SJSU email <b>In class:</b> Writing exercise; Propaganda items; 2nd round of media examples ----- <b>In class:</b> Writing exercise; 3rd round of media examples; Propaganda: What is it and how does context change over time? <b>For next class, READ:</b> OWW: chps. 1, 2, 3, 7
Week 3	5 February ----- 7 February	<b>DUE:</b> Reading Response #2; 4th round of media examples ----- <b>In class:</b> Writing exercise <b>For next class, READ:</b> OWW: chp. 10
Week 4 <b>UNIT 2:</b> <b>MEDIA REPORT</b>	12 February ----- 14 February	<b>DUE:</b> Reading Response #3 <b>In class:</b> Writing exercise; Slang/Language Broker activity ----- <b>In class:</b> Brainstorming ideas for Media Report; Who tf is ChatGPT? <b>For next class:</b> OWW: chps. 24, 25; Idea draft of Media Report  <b>*CLA Event, Feb. 15: Percival Everett, Hammer Theatre, 7PM</b>



Week 5	19 February ----- 21 February	<p><b>DUE:</b> Reading Response #4; Idea draft for Media Report  <b>In class:</b> Writing exercise; Pitch ideas for Media Report</p> <p><b>*Spartan Speaker Series, Feb. 19: Julian Castro, SU Ballroom &amp; Zoom, 6PM</b>  <b>*Spartan Speaker Series, Feb. 20: Janelle James, SU Theatre &amp; Zoom, 7PM</b></p> <p>-----</p> <p><b>In class:</b> Writing exercise; Pitch ideas for Media Report; MLA format  <b>For next class, READ:</b> OWW: chps. 11, 23</p>
Week 6	26 February ----- 28 February	<p><b>DUE:</b> Reading Response #5  <b>In class:</b> Writing exercise; Small group or class workshop/activity (intro paragraphs)</p> <p>-----</p> <p><b>In class:</b> Writing exercise; Lateral Reading: How and where to source information  <b>For next class, READ:</b> OWW: chp. 17</p>
Week 7	4 March ----- 6 March	<p><b>DUE:</b> Reading Response #6  <b>In class:</b> Writing exercise; Small group or class workshop/activity</p> <p>-----</p> <p><b>In class:</b> Writing exercise; Small group or class workshop/activity  <b>For next class:</b> Media Reports</p>
Week 8	11 March ----- 13 March	<p><b>DUE:</b> Media Reports  <b>In class:</b> Media Report presentations</p> <p>-----</p> <p><b>In class:</b> Media Report presentations  <b>For next class, READ:</b> OWW: chp. 18</p>
Week 9 <b>UNIT 3: Research &amp; Argument</b>	18 March ----- 20 March	<p><b>DUE:</b> Reading Response #7  <b>In class:</b> Writing exercise, AMA Day; Selection of Argumentative theme</p> <p>-----</p> <p><b>In class:</b> Writing exercise; Brainstorming ideas for Argumentation essays  <b>For next class:</b> OWW: chp. 19; Idea draft for Research &amp; Argumentation essay;</p>
Week 10	25 March ----- 27 March	<p><b>DUE:</b> Idea draft for Research &amp; Argumentation essay: What point are you arguing?;  Reading Response #8  <b>In class:</b> Writing exercise; Brainstorming ideas for Argumentation essays</p> <p>-----</p> <p><b>In class:</b> Writing exercise; Audience and Context; Bad thesis activity  <b>For next class, READ:</b> OWW: chps. 4, 5</p>
Week 11	8 April ----- 10 April	<p><b>DUE:</b> Reading Response #9  <b>In class:</b> Writing exercise; "Writing is rewriting": What does that mean?</p> <p>-----</p> <p><b>In class:</b> Writing exercise; "What Are We Arguing?" activity  <b>For next class, READ:</b> OWW: chps. 6, 8</p>

Week 12	15 April ----- 17 April	<p><b>DUE:</b> Reading Response #10</p> <p><b>In class:</b> Writing exercise; Small group or class workshop/activity</p> <p>-----</p> <p><b>In class:</b> Writing exercise; Small group or class workshop/activity</p> <p><b>For next class:</b> OWW: chps. 9, 12; Research &amp; Argumentation essays</p> <p><b>*CLA Event, Apr. 18: Leila Mottley, Hammer Theatre, 7PM</b></p>
Week 13	22 April ----- 24 April	<p><b>DUE:</b> Reading Response #11; Research &amp; Argumentation essays</p> <p><b>In class:</b> Research &amp; Argumentation presentations</p> <p>-----</p> <p><b>In class:</b> Research &amp; Argumentation presentations</p> <p><b>For next class, READ:</b> OWW: chps. 14, 16</p>
Week 14 <b>UNIT 4:</b> <b>Workplace</b> <b>Rhetoric</b>	29 April ----- 1 May	<p><b>Due:</b> Reading Response #12</p> <p><b>In class:</b> Writing exercise; Example CV/Resumes</p> <p>-----</p> <p><b>In class:</b> Writing exercise; Example Cover Letters (guest lecture?)</p> <p><b>For next class:</b> OWW: chps. 20, 22; Draft of CV/Resume &amp; Cover Letter</p> <p><b>*TRFT event, May 3: 1984, Hammer Theatre, 7:30PM</b></p> <p><b>*TRFT event, May 4: 1984, Hammer Theatre, 2PM</b></p>
Week 15	6 May ----- 8 May	<p><b>DUE:</b> Reading Response #13; Draft of CV/Resume &amp; Cover letter</p> <p><b>In class:</b> Writing exercise; Bad CV/Resumes ; Class workshop</p> <p>-----</p> <p><b>In class:</b> Writing exercise; Mock interviews</p> <p><b>For next class:</b></p> <p><b>*CLA Event, May 9: Kate Folk, Steinbeck Center, 12PM</b></p> <p><b>*TRFT event, May 8: 1984, Hammer Theatre, 11AM</b></p> <p><b>*TRFT event, May 9: 1984, Hammer Theatre, 7:30PM</b></p> <p><b>*TRFT event, May 10: 1984, Hammer Theatre, 7:30PM</b></p> <p><b>*TRFT event, May 11: 1984, Hammer Theatre, 2PM</b></p>
Week 16	13 May	<p><b>DUE:</b></p> <p><b>In class:</b> Writing exercise; Workplace and professional rhetoric examples; Final questions</p>
<b>FINAL</b>	16 May	<p><b>DUE:</b> Final drafts of Resume &amp; Cover Letter, Portfolio (+ screenshot), revisions, extra credit, &amp; late work @ 11:59 PM</p>