

**San José State University**  
**College of Applied Sciences and Arts**  
**HPRF100W-07 Writing Workshop, Spring 2012**

<b>Instructor:</b>	Susie M. Rivera, J.D., M.S., CPCC
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<b>Office Hours:</b>	Tuesdays, 4:30 to 5:15 PM; Virtual office hours Mondays or by appointment
<b>Class Days/Time:</b>	Fridays, 9:00 AM – 11:45 AM
<b>Classroom:</b>	Industrial Studies Rm 215
<b>Prerequisites:</b>	Grade of “C” or better in English 1B or equivalent; upper division standing; passage of Writing Skills Test; and completion of core GE requirements
<b>GE/SJSU Studies Category:</b>	This course satisfies Area Z, Written Communication II, a University Studies requirement. Students should note that courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments.

**Faculty Web Page and E-mail**

Copies of the course materials such as the syllabus, major assignment handouts, and any additional materials may be found on my faculty web site at: <http://www.justice-studies.com>. You are responsible for regularly checking your e-mail regarding announcements, reminders, and any additional course materials. All course materials are posted in Adobe PDF format; you will need Adobe Acrobat Reader to view the documents. A link to the program’s download site is available on the home page of the instructor’s web site; there is no cost to download Adobe Acrobat Reader.

**Course Description and Overview**

This is an integrated writing and research course designed to develop advanced communication skills which will be valuable for a career in health sciences. Effective written communication skills are vital to success in any career, but are particularly important to the health care professional. The best method for improving these skills is through extensive practice, critical feedback, revision, and examination of models of excellence in communication. Students must earn a grade of “C” or better to pass this course.

## **Course Goals and Student Learning Objectives**

### **Course Goals**

HPRF100W students will develop the following:

1. A clear concise, effective writing style, exhibiting the mastery of the mechanics of writing
2. Proficiency in research strategies and methodologies necessary to communicate complex ideas effectively and appropriately to both general and specific audiences
3. The ability to read, interpret, and critically analyze scholarly literature within the field, and to respond critically both orally and in writing
4. The ability to gather diverse supporting evidence from a variety of sources and appropriately cite these sources using APA-style formatting
5. The ability to effectively express a position, using organized, clear, and concise wording in a variety of formats to target different audiences

### **Student Learning Objectives**

Upon successful completion of this course, students will be able to meet the following learning objectives:

**LO1** Students shall be able to refine the competencies established in Written Communication 1A and 1B as summarized below. Satisfaction of this objective will be measured through the evaluation of outlining exercises, a research paper draft, and a research paper final draft.

#### **1A Student learning:**

1. Students should be able to effectively perform the essential steps in the writing process (pre-writing, organizing, composing, revising, and editing).
2. Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.
3. Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
4. Students should be able to write for different audiences (both specialized and general).

#### **1B Student learning:**

1. Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.
2. Students should be able to synthesize ideas encountered in multiple readings
3. Students should be able to construct effective arguments

**LO2** Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Satisfaction of this objective will be measured through the evaluation of article critiques of scholarly research, a critique of student work, and an oral debate.

**LO3** Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for

citing primary and secondary sources. Satisfaction of this objective will be measured through the evaluation periodic diagnostics (in-class written examinations) and various organizational exercises, both in and outside of class.

**LO4** Express issues related to diversity (equity/social justice) in written and/or oral form(s).

### **Required Texts/Additional Readings/Other Materials**

**Textbook** (Available at Spartan Bookstore; ISBN: 978-1-4338-0561-5)

APA Manual (6<sup>th</sup> edition)

### **Recommended Texts-Not Required**

**Textbook** (ISBN: 978-1-4338-0560-8)

American Psychological Association. (2009). *Concise rules of APA style*. Washington, DC: American Psychological Association.

**Textbook** (Available on [www.Amazon.com](http://www.Amazon.com), [www.bn.com](http://www.bn.com), and likely many other book retailers; ISBN: 978-0-8050-8831-1)

Fogarty, M. (2008). *Grammar girl's quick and dirty tips for better writing*. New York, NY: Henry Holt and Company, LLC.

**Textbook** (ISBN: 978-1-8845-8586-9)

Gavlan, J. L. (2009). *Writing Literature reviews*, 4<sup>th</sup> Ed. Glendale, CA: Pyrczak Publishing.

### **Additional Readings**

Additional readings will include scholarly journal articles for Article Critique assignments, and the Research Paper which will require online literature searches.

### **Other Materials**

Students will need to purchase (3) blue books for Diagnostics (in-class written examinations), which are available at the Spartan Bookstore.

### **Recommended Materials**

1. Merriam-Webster's collegiate dictionary
2. A binder to keep all HPRF100W work and handouts together (everything should be brought to class each day)

### **Turnitin.com**

Students will be required to register on <http://www.turnitin.com>, and submit Article Critique assignments, the Research Paper Rough Draft, and the Research Paper Final Draft

to turnitin.com prior to submission to the instructor. Registration information will be provided by the instructor and posted on the instructor's web site.

### **Library Liaison**

Valeria Molteni (Valeria.Molteni@sjsu.edu)

(408) 808-2023

<http://www.sjsu.edu/people/valeria.molteni>

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/registrar/calendar/2112/index.htm>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes. The last day to drop without a "W" grade is **Monday, February 6, 2012**.

### **Classroom Protocol**

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, and complete all readings and assignments in accordance with the dates on the course schedule. Good Participation is necessary to pass this course; roll will be taken at the start of each class meeting. Students are expected to come to class prepared to contribute to the classroom exchange of ideas and information.
2. Students are responsible for all missed notes, materials, and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.
3. Review the **Student Expectations** page of the instructor's web site carefully (<http://www.justice-studies.com>) for further details regarding proper classroom etiquette.

### **Assignments and Grading Policy**

#### **Summary of Assignments**

<b>Assignment</b>	<b>Due Date</b>	<b>Percentage of Final Grade</b>
Diagnostic I	January 27 <sup>th</sup>	2.5%
APA Reference List	February 24 <sup>th</sup>	5%
Topic and Thesis (Oral)	March 2 <sup>nd</sup>	5%
Article Critique I Outline	March 9 <sup>th</sup>	2.5%
Article Critique I	March 9 <sup>th</sup>	5%
Diagnostic II	March 9 <sup>th</sup>	7.5%
Article Critique II Outline	March 16 <sup>th</sup>	2.5%
Article Critique II	March 23 <sup>rd</sup>	5%
Diagnostic III	March 23 <sup>rd</sup>	7.5%

Research Paper Outline	April 6 <sup>th</sup>	2.5%
Research Paper Outline Critique	April 6 <sup>th</sup>	2.5%
Research Paper (Rough Draft)	April 20 <sup>th</sup>	5%
In-class Debate (Written)	April 27 <sup>th</sup>	5%
Peer Review of Research Paper	April 27 <sup>th</sup>	2.5%
In-class Debate (Oral)	April 27 <sup>th</sup>	5%
Research Paper (Final Draft)	May 4 <sup>th</sup>	25%
Paper Presentation (Oral)	May 4 <sup>th</sup> and 11th	2.5%
In-class Final Exam	May 21 <sup>st</sup>	7.5%
		100%

### General Course Grade Determination

Total Percentage	Grade
98.0-100	A plus
93.0-97.99	A
90.0-92.99	A minus
88.0-89.99	B plus
83.0-87.99	B
80.0-82.99	B minus
78.0-79.99	C plus
73.0-77.99	C
70.0-72.99	C-
68.00-69.99	D plus
63.0-67.99	D
00.0-62.99	F

### Assignments

All handouts and assignments (except for the diagnostics and Final Exam) are or will be available on my website: <http://www.justice-studies.com>. It is the student's responsibility to have the appropriate handout for each class period. Being well prepared for class includes checking the schedule well before each class and bringing the appropriate assignment or handout to class. In some cases, a scoring guide is attached to the assignment. Download and read the scoring guide before doing the assignment, and attach a copy of the scoring guide to each assignment you submit if required (you will be advised).

### Out of Class Assignments

Out of class assignments will include an online search for scholarly sources/preparation of an APA reference list, preparation for oral presentations, development of a research paper outline and rough draft, the composition of article critiques, critiques of fellow student work, and the final draft of a research paper.

General formatting requirements for out of class, type-written assignments include a cover page, page numbering, 1" margins, double-spacing, and Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and

APA-style formatting, inclusive of in-text citations and references. Several written assignments must be submitted to [www.turnitin.com](http://www.turnitin.com) prior to submission to the instructor (see Turnitin.com section of the syllabus). Written assignments will be submitted in hard copy format to the instructor on the day it is due, at the start of class.

### **In Class Assignments**

Always be prepared to write in class! In class assignments (individually or in groups) will include expository responses to the critical analysis of scholarly research (Diagnostics), various APA exercises, group outlining exercises, general writing exercises as needed, critical analysis, and the final examination. Please note, Diagnostics I – III and the final exam will require the use of a blue book

### **Article Critiques I & II**

The process of writing an article critique is designed to improve and test your ability to critically analyze an empirical research study. Clearly, the better written an article is, the more likely it is to be accepted by the intended audience; however, research has varying degrees of quality. This assignment will enhance your overall outlining skills. It will increase your ability to read professional writing, recognize valid research and understand the results, and it will aid you in identifying weaknesses in research and writing. Learning to recognize flaws in grammar and logic will improve your ability to recognize those flaws in your own writing. In addition, the assignment requires you to utilize your skills in using the Internet to locate a scholarly article. [LO2]

### **Diagnostics I – III and the Final Exam**

Diagnostics I – III and the final exam will be in-class written examinations designed to assess your ability to respond to examination items requiring the extrapolation of pertinent information, and critical analysis of the utility and validity of that information. [LO3]

### **Topic and Thesis Write-up and Oral Presentation**

This assignment will require you to develop and refine a research paper topic and thesis statement related to the chosen semester theme. A short write-up of your topic and thesis will be required, as well as an oral presentation of that material to the class. [LO1]

### **APA Reference List**

This assignment will require you to compile a reference list that will consist of (10) scholarly peer reviewed journal articles (no books, web sites, newspapers, or magazines) related to your topic, which you may and should use for your research paper. At least half of the journal articles listed need to be empirical/quantitative research studies. [LO1]

### **Research Paper Outline**

This assignment will enhance your overall outlining skills; help you to realize the utility of this skill in relation to the comprehension of complex material, and to test your ability to work in a collaborative manner. [LO2]

### **Research Paper Outline Critique**

This assignment will require you to critique a fellow student's research paper outline as a preparation exercise for the completion of a research paper draft. Students will exchange

research paper outlines, and via the use of a critique form, will provide constructive feedback for a fellow student to aid in the preparation of a cohesive research paper rough draft. [LO2]

### **Research Paper Rough Draft**

This assignment is designed to provide you with the opportunity to develop a well thought out and written rough draft of the research paper required for this course. Utilization of the previously completed research paper outline and critique will provide you with a solid foundation for the development of a quality paper. [LO1]

### **Peer Review Assignment**

This assignment is designed to help students develop the ability to critically analyze the written work of others (i.e., fellow students), which in turn will assist each student in learning to recognize area of improvement in their own writing. [LO2]

### **Research Paper Final Draft**

The purpose of the writing workshop is to teach you, the student, how to read and think critically, and to communicate clearly and concisely in a professional style. This assignment is designed to provide a medium through which you can improve your research and writing skills while increasing your knowledge about the criminal justice system. Students will be required to write an 8-10 page analytical research paper. A separate handout detailing the specific requirements of this assignment is available on the instructor's web site. [LO1]

### **In-Class Debate**

The purpose of this assignment is to teach students to critically analyze both sides of a health related topic in the form of a class discussion/debate. Students will be asked to develop logical and supported arguments for both sides of a specific health related issue. The second element of this assignment will allow students to work in small groups to defend their arguments in a class debate. [LO2 and LO4]

### **Grading Policy and Late Submissions**

All writing workshops beginning Spring 2012 are graded by letter grade ABCDF. The previous University guideline of ABC/NC will no longer apply. University and departmental guidelines require a serious and compelling reason to drop a course; a course cannot be dropped because of grades alone. **ABC/NC grading be replaced by full letter grading (A-F) for all 100W courses, retaining the need for all such courses to be passed with a C or better (C- not accepted) when satisfying the CSU Graduation Writing Assessment Requirement**

Completion of all assignments is required to successfully pass this course, regardless of whether the assignment is for credit (i.e., points), or as a result of a late submission, the assignment is ineligible to receive points. While some assignments may not be worth credit (i.e., points), they are nonetheless still required. Your grade will be based on the points accrued throughout the semester. Grades will be determined based upon adherence to the specific criteria for each assignment. All assignments completed outside of class must follow the previously specified general formatting requirements stated under "Out of Class Assignments".

Written assignments will primarily be graded on content; however, assignments with poor writing mechanics and APA formatting will not be accepted, or will result in point

deductions. Student should reference their own copy of *Concise Rules of APA Style*, and may seek additional assistance with APA at: <http://owl.english.purdue.edu/owl/resource/560/01/>

### **Content Grading Rubric**

**High Score:** Excellent presentation with insightful, well-reasoned analysis and discussion that demonstrates a clear understanding of the reading(s), the issue(s) and the purpose of the assignment.

**Above Average Score:** Good presentation, with somewhat less consistency but clearly demonstrates an understanding of the assignment, the issue(s) and the reading(s).

**Average Score:** Adequate demonstration of basic understanding of the assignment, issue(s), and reading(s), but needs improvement. Ideas may be underdeveloped or writing may have serious grammar or APA-related issues.

**Failing Score:** The submission of incomplete work, or the inability to demonstrate an understanding of the assignment, reading(s) or issue(s). The inability of effectively, articulating an appropriate response to the assignment.

### **Late Assignment Policy and Extra Credit**

All assignments are due at the beginning of class on the specified due date, unless instructed otherwise. Submission of a late assignment will not be accepted for credit. As all assignments must be submitted to pass the course, late assignments without a legitimate reason will still be accepted; however, no credit (i.e., points) will be assigned.

Please note that extra credit is generally not offered for this course.

### **Writing Standards**

1. Conformity to the American Psychological Association standards for scholarly writing. The minimum standards include the following:
  - a. Consistent use of complete sentences;
  - b. Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalizations, pagination, abbreviations, and margins;
  - c. Appropriate content, clarity, conciseness, and style;
  - d. Neat appearance
2. Twenty percent of the grade for each written assignment will be based solely on writing mechanics.
3. Each written assignment must contain no more than (5) novel grammatical errors and/or (5) novel APA errors (e.g., in-text reference citation, reference list).
4. When a paper is submitted that does not meet departmental standards, it will be returned (ungraded) to the student(s) for revision. The student(s) will have (3) calendar days to revise and resubmit the paper.
5. Any paper that is returned to the student(s) for revisions will have an automatic 10% deduction in the total grade for the assignment.

6. Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a “0” (zero) for the written portion of the total paper grade, and will be graded only for required content.

## **University Policies**

### **Academic integrity**

Students should know that the University’s Academic Integrity Policy is available at [http://sa.sjsu.edu/judicial\\_affairs/students/academic\\_integrity.html](http://sa.sjsu.edu/judicial_affairs/students/academic_integrity.html). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://sa.sjsu.edu/judicial\\_affairs/students/student\\_conduct\\_code.html](http://sa.sjsu.edu/judicial_affairs/students/student_conduct_code.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For

more information, visit the Writing Center website at: <http://www.sjsu.edu/writingcenter> or call 924-2308.

## HPRF100W-07 / Writing Workshop, Spring 2012 Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via e-mail as early as possible.

**Table 1 Course Schedule**

Week	Date	Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines
1	Friday 1/27	<p><b>Agenda/Topics:</b> Introduction; overview of syllabus; discussion of Research Paper Assignment (RPA) and potential topics; introduction of <i>APA Manual 6<sup>th</sup> edition, Concise Rules of APA Style and Grammar girl's quick and dirty tips for better writing</i> (bring APA manual to class); overview of registering on <a href="http://www.turnitin.com">www.turnitin.com</a></p> <p><b>Homework/Assignments:</b> Download the syllabus and RPA; download/print the Topic and Thesis, and References handout; go online and begin selection of a topic for RPA; register on <a href="http://www.turnitin.com">www.turnitin.com</a> by Friday, 2/10</p> <p><b>Exam:</b> Diagnostic I (in-class written exam)</p>
2	Friday 2/3-NO CLASS	<p><b>Agenda/Topics:</b> No class today, purchase textbook and review syllabus!</p> <p><b>Homework/Assignments:</b> Download the syllabus and RPA; download/print the Topic and Thesis, and References handout; go online and begin selection of a topic for RPA; register on <a href="http://www.turnitin.com">www.turnitin.com</a> by Friday, 2/10. Be sure to note there is a quiz next week, review syllabus and RPA sheet.</p>
3	Friday 2/10	<p><b>Agenda/Topics:</b> Return and discuss Diagnostic I; discuss Topic and Thesis Write-up, Oral Presentation, and APA Reference List</p> <p><b>Handouts:</b> RPA handout, and Topic/Thesis, Reference List handout (bring both to class today)</p> <p><b>Homework/Assignments:</b> Begin working on APA Reference List; begin working on Topic and Thesis Write-up and Presentation; download Academic Integrity Policy (AIP) and Student Conduct Code (SCC) – both documents can be found on the Student Expectations page of the instructor's web site</p> <p><b>Exam:</b> Quiz on syllabus and RPA</p>

Week	Date	<b>Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines</b>
4	Friday 2/17	<p><b>Agenda/Topics:</b> Mandatory Electronic Media Review at the MLK Library, Room 213 @ 9:00 AM sharp; APA lecture/discussion; discussion about AIP and SCC documents; APA Activity; assignment of Review Article for discussion</p> <p><b>Handouts:</b> Syllabus, RPA handout, AIP, and SCC (bring all 4 to class today)</p> <p><b>Homework/Assignments:</b> Complete APA Reference List – bring 2 copies of your APA reference list to class on 2/24; continue working on Topic and Thesis Write-up and Presentation; read Review Article</p>
5	Friday 2/24	<p><b>Agenda/Topics:</b> Critique and discuss APA reference list in class (bring 2 hard copies of APA reference list to class today); lecture/discussion of Assessing Research and Scholarly Article Elements; overview of Review Article</p> <p><b>Handouts:</b> Review Article (bring to class today)</p> <p><b>Homework/Assignments:</b> Download/print Article Critique handout; complete Topic and Thesis Write-up, and Presentation</p>
6	Friday 3/2	<p><b>Agenda/Topics:</b> Return and discuss APA reference lists; collect Topic and Thesis Write-ups; Topic and Thesis Presentations; review of article critique assignment; explanation of format for outlining and submitting Article Critiques; review <a href="http://www.turnitin.com">www.turnitin.com</a> Originality Report example; assignment of article for AC#1/Diagnostic II</p> <p><b>Handouts:</b> Article Critique Handout (bring to class today)</p> <p><b>Homework/Assignments:</b> Download and read article for AC#1/Diagnostic II; Complete AC#1; prepare for Diagnostic II; download, review/print Part IV: Research Paper Outline</p>
7	Friday 3/9	<p><b>Agenda/Topics:</b> Return Topic and Thesis Write-ups; In-class outline of AC#1 (bring article to class today)Collect AC#1; Assignment of article for AC#2/Diagnostic III; discuss the Research Paper Outline (RPO)</p> <p><b>Handouts:</b> RPO handout (bring to class today)</p> <p><b>Homework/Assignments:</b> Download and read article for</p>

Week	Date	<b>Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines</b>
		AC#2/Diagnostic III; work on RPO  <b>Exam:</b> Diagnostic II (in-class written exam) – bring a printed copy of the associated article and a blue book.
8	Friday 3/16	<b>Agenda/Topics:</b> Return and discuss AC#1 and Diagnostic II; In-class outline of AC#2  <b>Homework/Assignments:</b> Complete AC#2; prepare for Diagnostic III; work on RPO
9	Friday 3/23	<b>Agenda/Topics:</b> Collect AC #2; Discussion about writing a cohesive research paper  <b>Exam:</b> Diagnostic III (in-class written exam) – bring a printed copy of the associated article and a blue book.  <b>Homework:</b> Download, review/print Part V: Research Paper Draft; Complete RPO – bring (2) copies of RPO to class on Friday, 4/6
10	Friday 3/30-NO CLASS	<b>Agenda/Topics:</b> NO CLASS
11	Friday 4/6	<b>Agenda/Topics:</b> Collect RPO; Exchange a printed copy of RPO with a fellow student for RPO Critique; lecture/discussion about common writing issues; discussion about Research Paper Rough Draft (RPRD). Please note, RPRDs must be ready on Friday, 4/20 and you will need to bring (2) printed copies of your RPRD to class  <b>Handouts:</b> Part V: Research Paper Draft handout (bring to class today)  <b>Homework/Assignments:</b> Work on RPRD and bring (2) copies to class on 4/20
12	Friday 4/13	<b>Agenda/Topics:</b> Return and discuss RPO; review and open discussion about RPRDs; discussion of in-class debate (written portion of debate due in class on 4/27)  <b>Homework/Assignments:</b> Download Peer Review Assignment

<b>Week</b>	<b>Date</b>	<b>Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines</b>
		handout; complete RPRD and bring (2) copies to class on 4/20; work on written portion of in-class debate
13	Friday 4/20	<p><b>Agenda/Topics:</b> Collect a copy of RPRDs; proofreading activity; exchange a printed copy of your RPRD with a fellow student; begin working on the Peer Review Assignment in class</p> <p><b>Handouts:</b> Peer Review Worksheet</p> <p><b>Homework/Assignments:</b> Work on Peer Review Assignment and bring (2) copies to class on 4/27; complete written portion of in-class debate due on 4/27</p> <p><b>Homework/Assignments:</b> Work on final draft of RPA Complete RPF for Friday, 5/4; prepare for in-class debate on 4/27.</p>
14	Friday 4/27	<p><b>Agenda/Topics:</b> Collect one copy of Peer Review Assignment; return one copy of Peer Review Assignment to fellow students; collect written portion of in-class debate; feedback on RPRD; final check-in on RPA inclusive of organization, what makes a great paper, and proofreading; In class debate done in class today</p> <p><b>Handouts:</b> Bring your written portion of debate and instructions</p> <p><b>Homework/Assignments:</b> Finish Final Draft and Prepare for Paper Presentations</p>
15	Friday 5/4	<p><b>Agenda/Topics:</b> Collect Research Paper Final Draft; return graded Peer Reviews; Final Paper Presentations; SOTES</p> <p><b>Homework:</b> Prepare for Final Paper Presentation</p>
16	Friday 5/11	<p><b>Agenda/Topics:</b> Paper Presentations; discuss Final Exam; assignment of article for the final exam</p>
Final Exam	Monday 5/21	<p><b>Location:</b> IS 215; Note different day and time for final exam</p> <p><b>Time:</b> 7:15AM-9:30AM</p> <p><b>Items Needed:</b> Printed copy of the associated article; blue book</p>