

ENG 265A: Writing in the Health Fields

Scheduled: Monday and Thursday 3:30-4:45 in Martire E259

with Dr. Jeff Naftzinger

- email: naftzingerj@sacredheart.edu
- Online Drop-In Office Hours: Tuesdays 12-2, Wednesday and Thursday from 2-3 or email me to make an appointment at <https://sacredheart-edu.zoom.us/my/naftzinger>

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Welcome to Writing in the Health Fields!

This course is designed to help you learn about writing in ways that will help prepare you for the writing you will do in your health-related courses and professions. This is a writing course, but it might be a little different than writing courses you've taken before, because we're not just writing: we're writing *about* writing. In particular, the readings and assignments you'll be doing this semester are designed to help you understand different communities and groups, like the ones you hope to go into either here at school or after you graduate, use writing differently. I'll teach you about writing this semester, and you'll use that lens to focus more specifically on your chosen health field.

Throughout this semester, we're going to focus on writing as a practice (in other words something that we do) and as a product (that is something that we make). In both of these areas, what we do and make is the result of the situation we're in, the situation we're writing for, our previous experiences, and much more. Everything we read and write this semester will be designed to help you better understand the factors that influence your writing so that you can better understand how to work with them later on. Ideally, you'll leave this class with the ability to go into any writing situation and figure out what's expected of you and how to respond effectively. The main way we're going to accomplish this goal is by researching and practicing writing.

As we go through the semester, our assignments and readings will introduce you to the concept of rhetoric, writing situations, and genres of writing through readings and a sequence of related assignments. Each assignment is designed to prepare you for the next by introducing strategies for reading, researching, and writing, which you can incorporate in subsequent work, both in and out of this class. This course gives you the opportunity to explore both your own writing process and the products and processes of writing that your field utilizes from a rhetorical perspective. This class will require you to pay close attention to your own writing practices, reach out to professors and professionals in your field, analyze writing from that field, and, finally, produce texts as if you were in that field.

As we read about different concepts in writing studies, and as we study different types of writing, we'll learn how to write for a variety of purposes and audiences, and we'll engage in processes of invention, drafting, and revising. Throughout this process, we'll also be writing *about* our writing (both the practice and the product), so that we can more fully understand our writing processes.

Course Goals

By the end of this course, you will:

- gain experience reading and writing in multiple **genres** and **modes**, including but not limited to the academic essay and field specific texts.
- develop the ability to read and evaluate the writing of others in your field and to **identify the rhetorical strategies at work in written texts**.
- learn how to **write appropriately according to the rhetorical situation**, and utilize the style, evidence, and structure according your understanding of that situation.
- develop the ability to **shape your discourse to your audiences, purposes, and genres** that are relevant to and privileged in your field.
- Develop the ability to **think critically** about your own writing process and assess your writing based on the concepts of the course.

Course Learning Outcomes

By the end of this course, you should be able to:

- Practice the recursive steps of the **writing process**: pre-writing, drafting, revising, and editing.
- Use the **rhetorical situation** (author/s, audience, context, purpose, and topic) to guide your writing.
- Understand and **identify the attributes of different academic and professional genres** in order to effectively compose within them.
- Write a working **thesis statement (and/or equivalent argumentative statement in a given situation)**.
- **Find, evaluate, synthesize, and properly cite** relevant evidence and sources to support an argument.
- **Use a handbook and existing texts** to improve the correctness, conciseness, coherence, and clarity of your writing based on the genre and rhetorical situation.
- **Think critically** about the choices you make as a writer

Contacting Dr. Naftzinger

- **EMAIL:** naftzingerj@sacredheart.edu. Feel free to email me with any questions you have. I typically respond within 24 hours and during the hours of 9am and 5pm Monday through Friday, but it may take me longer over the weekends (I try not to do anything work-related on Saturdays and Sundays). Please take this response time into account when reaching out.
- **ZOOM:** I am available to chat (with video on or off) during office hours (T/W, 12-2) and by appointment throughout the week. You can either drop in during my office hours or schedule a time to meet with me. If you want to schedule something, just send me an email and we can find a time that works for both of us.

In-Person Attendance, Online Participation, and Course Workload

We will be having class “normally” this year, meaning we will meet in-person twice a week to learn about and practice writing. This class will also involve turning your assignments in and doing activities online through our Blackboard site. **Although many of our activities and opportunities for learning will take place in class and attendance *can* be a part of your grade (see grading contract and badges) and I will be keeping track of it, you are not required to come to class. If you feel sick, overwhelmed, or need a day for yourself, you can make that decision for yourself. Regardless of whether or not you come to class, you are still responsible for learning the concepts and completing your work correctly and on time.**

While I will meet with you during office hours to help you, I won't hold a separate class just for you, so make sure you're keep up with things on your own. It might help to set a consistent time each week to sit down and focus solely on this class like you would during a normal semester. Establishing a routine will help you stay on top of everything and give you set times to work. Even if you're not coming to class, it might help to complete your work during our scheduled class times.

If, at any point during the semester, you find yourself falling behind, please reach out to me! I'm happy to work with you individually to get you caught up and help figure out how to help you finish out the semester successfully.

*****A Quick, but Important, Note*****

This is a strange semester during a strange time. I'm doing my best to help you learn about writing, while also, importantly, staying safe and healthy (both physically and mentally). The methods I'm using to administer this course are adapting all the time, and I'm sure they're new to you. Let's work together so we can both succeed: If things aren't working, please let me know. If things are working, let me know too. If you want more or less of something, tell me and—where possible—we can try to work together as a class to come up with a more agreeable way forward.

Whenever changes are made, I'll attempt to make sure that these changes don't negatively affect your workload and I'll try to ensure that you're able to provide feedback on proposed changes.

Class Requirements

Required Materials

- Access to a computer to compose your assignments and participate in activities.
- Blackboard for PDFs, Assignment Sheets, and Submission Links.

Most of our material will be access through blackboard, so if you have limited access to technology or the internet, please talk to me ASAP so that we can figure something out.

Please make sure that you bring the readings and your paper drafts with you to class.

Assignments

You will have 4 major assignments this semester and you'll also have more informal participation activities/assignments due every week. More detailed assignment sheets for the major assignments are available in Blackboard.

Assignment	Description
Readings	Every week, you will have a couple of readings, videos, or podcasts to read/watch/listen to. These are designed to help you understand the major concepts, work towards the major outcomes of the course, and complete the major projects. As such, it is important that you spend time reading and thinking about the material.
Reading and Writing Journals (~300 words minimum)	Every week, you will need to keep a journal where you track the reading and writing you're doing and make connections between what we're learning and doing in class and where you're seeing/using it out of class.

	Unless otherwise noted, the journals are due Sunday at 11:59pm
Activities	These are informal writing and discussion activities that you'll post on our Blackboard page or do in our class.
Drafts & Workshops	For our major assignments, you'll be required to write in drafts that you'll build on and revise. As part of these drafts, you'll be asked to engage in peer-review workshops with your peers (socially distanced, of course) and/or turn in some evidence of them in on Blackboard. You should send your drafts to your partners by Wednesday and send your feedback by Friday.
Field/Profession Research Project	A research project that helps you find out what you need to know and what skills you should have to be a member of the health field you want to go into. You'll find out what your field does and then find some job postings or major requirements to find out what skills you need to work on.
Rhetorical/Genre Analysis Project (3 Pages + reflection)	A rhetorical analysis of two kinds of writings around a single topic in the health field you're interested in: one oriented towards members of your field, the other oriented towards the public. Your goal is to explain the rhetorical strategies and genre features that shape the messages presented in those texts.
Public Health Campaign (~6 Pages)	Using your knowledge from the rhetorical/genre analysis project, you'll work as a team to create texts that educate your fellow students about a relevant health-related topic.
Resume/CV & Final Reflection (3 Pages)	A reflection that synthesizes what you've learned this semester and how it can transfer out of the course and into new contexts. You'll also create a resume that helps to "market" those skills to a potential employer.
Badges	Depending on the grade you want in the course, you'll need to earn a certain number of badges that operationalize the goals and work towards the outcome of the course. These are listed on the syllabus and on Bb.

Grading

Your grade for this course will be determined by a grading contract and earning badges. Unlike a point system, which is based on the "quality" of your paper (which can be somewhat nebulously defined) a grading contract looks at your overall work and progress throughout a semester evaluating your participation, engagement, and commitment to creating and revising effective texts. In other words, your grade in this course will be based on the work, and effort, you put into to working towards the goals and outcomes. **The assignments in this class are essentially pass/fail: if you meet the minimum requirements for the assignment (as laid out in the assignment sheet or in the assignment prompt), then you get credit for the assignment; if you do not meet the minimum requirements, then you do not get credit for the assignment. If you don't meet the requirements, then you will have the opportunity to revise it for credit.**

Using a grading contract is designed to make grading more transparent, and it is designed to give both of us a more understandable way of assessing your work and understandings. Ideally, this method of grading allows you to focus more on what actually matters: engaging with the class, developing your ideas and understandings, learning about and practicing writing, and contributing to our classroom community. While you will not get a letter grade on your assignments, you will get a lot of feedback from me and you'll get a P (pass) or R (revise)

The grading contracts are posted on Blackboard, and there are options for earning a C, a B, and an A. Ultimately, you determine what grade you want in the course this semester, and you must do the work to get that grade. In the beginning of the semester, I will ask you to choose the grade you'd like to work towards, which will let you determine what work needs to be done; in the middle and end of the semester, I will ask you to review that choice and assess your progress.

I know this grading process may be unfamiliar to you, but we'll talk more about it during the semester, and I'm happy to answer any questions that you have or help you understand this process.

AMENDING A CONTRACT: If extenuating circumstances arise wherein you cannot meet one of the terms of the contract but feel you still have shown the labor, level of engagement, and produced the quality of the work necessary to earn your goal grade, please meet with me immediately to file for an individual amendment. This cannot be done the last week of class nor after grades have been entered. This should be done once you realize you have breached your contract.

Course Policies

Participation and Civility

Since we want to learn from each other, you should try to give thoughtful, reasoned responses in your discussion posts, peer workshops, and participation assignments. To help facilitate this, and to facilitate critical understandings between reading and composing, this course will have an emphasis on these discussions and workshops, and I expect you to participate in class by being actively engaged throughout the semester. To do so, please read/watch/listen to the required materials, participate in class discussions, and share your opinion about what we're talking about.

While I want you to participate in class and share your perspectives with your classmates, I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). All of you have a right to your own opinions, but inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

This classroom functions on the premise of respect and if you violate any part of the course civility and professionalism policy, I reserve the right you ask you to withdraw from the course or dock your grade if violations to this policy become excessive or oppressive.

Digital Technologies

In this class, computers are an integral part of the course, and you might be interacting with your laptops, tablets, etc. during our classes frequently. However, there is a difference between engaged, as in course-related, and disengaged computer usage, such as texting/emailing, using social media or unrelated sites, etc. Disengaged computer usage will result in a warning, but repeated instances will result in you being asked to leave the class and take an absence. (This primarily applies to an in person class session, but it might be important online too.)

Additionally, a reality of digital composition is that computers crash, files are lost, and platforms crash without automatically saving. As digital composers, you need to create precautions to ensure that when you experience technological problems, you have your files stored elsewhere (you might backup files on Google Drive or OneDrive, or keep a copy of your writing in a Word doc before you move it to networked spaces like Blackboard). When a catastrophe happens, please explain your situation to me before the due date has passed but do know extensions for this reason are unlikely.

“Late Work” and Extensions

Unless a change is discussed in an announcement or email, all work—including drafts—should be submitted by the due date specified on the syllabus/Blackboard page. These deadlines are in the syllabus to make sure you’re on track to finish on time, make sure you have time to get feedback from me, and make sure things aren’t piling up too much.

That being said, if you think that you need an extension on an assignment, just ask me and we can talk about it. My goal here is to help you learn about writing, but it’s difficult for you to do that—and for me to help you do that—if you don’t turn in an assignment. If you need more time, either because there are other things going on in your life or just because you’re unhappy with the product at the point that it is due, just ask me for an extension and I will try to work with you to find a mutually agreeable outcome.

If you ask for an extension, then you need to provide an alternative due date. While I will always discuss the possibility of an extension with you, the discussion is not a guarantee that you will be granted one. I do not offer any makeup assignments or extra credit.

I understand that we are *still* in the midst of a pandemic; that things in all of our lives are stressful, confusing, and far from normal; and that things around us—in and outside of school—are constantly changing. And I also understand that all of these things can affect what we’re trying to accomplish here in class.

I want you to learn about writing and to succeed in the class, but I also want you to be mentally and physically healthy, so please get in contact with me if I can help you do that. The earlier you reach out, the more time we’ll have to make sure you can get back on track.

Course Resources

Office Hours

My main goal as an instructor is to help you learn about writing and become better writers. To that end, I will be in my “virtual office” on Zoom during my scheduled office hours (listed at the top of the syllabus), and I am also happy to make an appointment (through email) to meet with you outside

of those times too. I want to make sure I can answer any questions you might have about the course, help you work through your ideas for assignments, and help you navigate the semester. If you're having trouble with the technological aspects of our assignments, I am happy to try and help you work through that too.

I can also answer questions over email, though I may ask you to meet with me over Zoom depending on your questions. If you email during non-business hours, I may take a little longer to respond to you.

Accessibility and Accommodations

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility, (<https://www.sacredheart.edu/offices--departments-directory/student-success-center/office-of-student-accessibility/accommodations-process/>). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact the Office of Student Accessibility at accessibility@sacredheart.edu

Your success in this class is important to me. If you have a disability—apparent or non-apparent, documented or otherwise—and you anticipate or experience any barriers to learning related to the format, materials, or requirements of this course, please reach out to me so we can discuss potential options. All discussion will remain confidential. Together, we'll develop strategies to meet both your needs and the requirements of the course. Though I encourage you to contact me as soon as possible, it is never too late to request accommodations (I know that bodies, ability, and circumstances can change throughout the semester, especially in times like these).

Academic Integrity

Please refer to the University's policy on academic honesty in the Undergraduate Catalog ([Click here for academic integrity policy.](#)). Understanding what plagiarism is and how it functions in different contexts is important, and we'll discuss this in class; as such, different assignments will have different expectations for citations and references.

That being said, any violations with regard to plagiarism, cheating, work handed in that is not your own, work handed in for a previous or another course, and other infractions against this policy will result in a failing grade for the assignment for the first infraction and a failing grade for this course and an official report to the office of Dean Beekey for the second infraction.

Weekly Schedule

All reading/work is due before the day's class unless otherwise noted. (e.g. Monday's reading should be done before class on Monday.) All of our readings are in Blackboard and can be found in the week's module. Assignment sheets can also be found in the assignment sheets module at the top of the course site. Assignment submission links will be in the week's module too.

As stated earlier in the syllabus, this schedule is subject to change. If there are changes, I'll let you know through Blackboard announcements and make changes to the schedule on Google Docs (linked on Bb).

Week	Dates	Tuesday	Thursday
1	8/30-9/5	<p><u>Go Over in Class and Re-read on your Own</u></p> <ol style="list-style-type: none"> 1. The Welcome Videos/Info 2. The Syllabus 3. The Grading Contract 	<p><u>Read</u></p> <ul style="list-style-type: none"> • Wardle and Downs- “Investigating Writing: Threshold Concepts and Transfer” • Project One Assignment Sheet <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Mapping Your Writing Knowledge • Go Over Project 1 <p><u>Optional Readings</u></p> <ul style="list-style-type: none"> • “So You’ve Got A Writing Assignment: Now What?”
Sign and Submit Your Grading Contract by 9/5			
2	9/6 – 9/12	<p><u>Read</u></p> <ul style="list-style-type: none"> • Wardle and Downs- “Participating in...” <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • What is research and how can you contribute? • Brainstorming for project 1 <p><u>Outside of Class</u> Begin researching your own writing.</p>	<p><u>Read</u></p> <ul style="list-style-type: none"> • McClure- “Googlepedia: Turning Information Behaviors into Research Skills” • Job Ad Materials on Bb <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • How can you use the internet to find things out? • How do we know if they’re good sources or not? <p><u>Outside of Class</u> Begin researching your own writing.</p> <ul style="list-style-type: none"> •
3	9/13 – 9/19	<p><u>Read</u></p> <ul style="list-style-type: none"> • Walker- “Everything Changes, or Why MLA Isn’t (Always) Right” 	<p><u>Read</u></p> <ul style="list-style-type: none"> • Stedman- “Annoying Ways People Use Sources”

		<ul style="list-style-type: none"> • Look at the MLA and APA citation guides on the Purdue OWL <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Why do we need to cite stuff? Why is it always different? • Citation practice. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Continue writing your paper. Make sure your works cited/references fits with the style guide you're using. <p>Bring your draft with you to next class.</p>	<ul style="list-style-type: none"> • *optional* Lamott- "Shitty First Drafts" <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Practicing using sources. • Source use peer review. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Continue writing your paper.
4	9/20 – 9/26	<p><u>Read</u></p> <ul style="list-style-type: none"> • Prendergast- "How Do I Write an Introduction?" & "How Do I Write a Strong Thesis Statement" <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Workshop your ideas, talk about intros and thesis statements, keep writing. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Keep writing your paper and bring a draft to the next class. 	<p><u>Read</u></p> <ul style="list-style-type: none"> • Straub- "Responding— Really Responding—To Other Students' Writing" <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Peer Review Your Partner's paper. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Finish your paper
Submit Project 1 & Reflection Questions by 9/26 @ 11:59pm			
5	9/27 – 10/3	<p><u>Read</u></p> <ul style="list-style-type: none"> • Project 2 Assignment Sheet • Grant-Davie – "Rhetorical Situations and Their Constituents" • *optional* Carrol- "Backpacks and Briefcases" <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Update your maps • What is rhetoric? How do we use it? • Rhetorical Analysis Activity <p><u>Outside of Class</u></p>	<p><u>Read</u></p> <ul style="list-style-type: none"> • Wardle and Downs- "Readers, Writers, and Texts" • *optional* Dirk- "Navigating Genre" <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • What are genres? How do we use them? • Genre Analysis Activity • What genres seem important to your field? <p><u>Outside of Class</u></p>

		<ul style="list-style-type: none"> • start brainstorming for P2 	<ul style="list-style-type: none"> • Find your two texts to analyze for this project and fill out the analysis matrix (on bb)
6	10/4 – 10/10	<p><u>Read</u></p> <ul style="list-style-type: none"> • Rosenberg- “Reading Games: Strategies for Reading Scholarly Sources. • Warrington et al.- “Assessing Source Credibility for Crafting a Well-Informed Argument” <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Rhetorical Reading Activities • Work on analyzing your own texts in more specific detail. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Start Drafting your analysis paper. 	<p><u>Read</u></p> <ul style="list-style-type: none"> • Swales- “Reflections on the Concept of Discourse Community” • *optional* Melzer- “Understanding Discourse Communities” <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Talk about Discourse Communities • Discourse Community analysis activity <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Continue drafting your analysis paper.
7	10/11 – 10/17	Working Week. Both Class days will be dedicated to offering guided research and work time. You should be prepared to come to class and write, research, revise, and ask questions. You can also use this time to set up peer reviews with your classmates.	
Submit Project 2 & Reflection Questions by 10/17 @ 11:59pm			
8	10/18 – 10/24	<p><u>Read</u></p> <ul style="list-style-type: none"> • Read Project 3 Assignment Sheet • Atkins- “Collaborating Online: Digital Strategies for Group Work” <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Update your maps • Meet your teams and start to discuss the project. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Start to work with your team to figure out what your want to 	<p><u>Read</u></p> <ul style="list-style-type: none"> • Vieregge- "Exigency: What Makes My Message Indispensable to My Reader” <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • How does an exigence shape the ways we communicate? • Work with your team to narrow down your focus. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Start to plan your goals for this project and divide up the work.

		focus on. Try to come up with 2-3 ideas.	<ul style="list-style-type: none"> • Turn in a project proposal before next class.
9	10/25 – 10/31	<p><u>Read</u></p> <ul style="list-style-type: none"> • Gagich- “An Introduction to and Strategies for Multimodal Composing” <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • What is multimodality and why does it matter? • Go over proposal with Dr. Naftzinger. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Continue working with your team. • Find examples of the texts/campaign you want to create to inspire your own. • Find examples of texts on campus and/or oriented towards students. 	<p><u>Read</u></p> <ul style="list-style-type: none"> • Cohn- “Understanding Visual Rhetoric” • Non-Designers Design Handbook (skim) • Web Writing Style Guide Version 1.0 (skim) <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • What is visual rhetoric? How can we design effective materials? • Visual Rhetorical Analysis activity <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Continue working with your team.
10	11/1 – 11/7	Working Week. Both Class days will be dedicated to offering guided work time. You should be prepared to come to class and write, research, revise, and ask questions. You can also use this time to set up peer reviews with your classmates.	
11	11/8 – 11/14	<p><u>Read</u></p> <ul style="list-style-type: none"> • St. Amant- “Writing in Global Contexts: Composing Usable Texts for Audiences from Different Cultures” <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Why are stickiness and spreadability/Rhetorical Velocity important concepts for public writing. <p><u>Outside of Class</u></p> <ul style="list-style-type: none"> • Continue working with your team. 	<ul style="list-style-type: none"> • No reading for today, but have a “final-ish” drafts of your campaign prepared to workshop. We’ll swap with the other team for feedback. <p>By the end of this week, disseminate your campaign around campus. Keep track of what’s happening to it using the questions on Bb.</p>

12	11/15 – 11/21	<p><u>Read</u></p> <ul style="list-style-type: none"> • “Reflective Writing and the Revision Process: What Were You Thinking?” • Read Reflection Assignment Sheet <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Start/continue working on your resume • Update your maps one last time. <p><u>Outside of Class</u> Continue working on project 3, your eportfolio, and/or your reflection.</p>	No Reading today but use this time to finish your group and individual work for project 3.
13	11/22 – 11/28	<p>No reading today</p> <p><u>In Class Activities</u></p> <ul style="list-style-type: none"> • Guided work time on your reflections and resumes. <p><u>Outside of Class</u> Continue working on project 3, your resume, and/or your reflection.</p>	<p><u>No Class: Thanksgiving Break.</u></p> <ul style="list-style-type: none"> • Enjoy your time off, but try to keep working on your projects too.
Submit Project 3 & Reflection Questions by 11/28 @ 11:59pm			
14	11/29 – 12/5	Working Week. Both Class days will be dedicated to offering guided work time. You should be prepared to come to class and write, research, revise, and ask questions. You can also use this time to set up peer reviews with your classmates.	
15	Finals Week	Reflections and Revisions due by exam day @ 11:59pm	