City College of New York

Engl 21003- K

Engl 21003- L2

Writing for Sciences- Online Synchronous

Fall 2023

**Course:** Engl 21003, Section K & L2

**Classroom**: virtual

**Schedule:** Tuesdays and Thursdays

Section K: 8am-9:15am

Section L2: 9:30am-10:45am

**Writing Instructor:** Danielle Carr

**Office Location:** Virtual

**Office Hours:** Tuesdays/Thursdays 11am-12pm, and by appointment

**Email:** dcarr@ccny.cuny.edu

Course Description:

This course is designed to strengthen your reading, critical thinking, and writing skills for future academic and professional studies, specifically in the sciences. We will be building on a foundation of scientific knowledge by reading reports and studies from a variety of sources in different scientific fields to develop an appreciation of scientific thought and writing. You will become a stronger writer and thinker capable of entering a scientific discussion with a well-­informed point of view. With a focus on examining different concepts and issues within science, this course will help you synthesize information, find answers, and present ideas to an audience in different genres. In particular, we will analyze various reports and critical reviews that have been recently published which will allow you to compose your own writing in these genres. Furthermore, this class asks that you analyze issues that you are thoroughly concerned about and/or impacted by. Along the way you will complete a variety of high stakes and low stakes writing assignments, acquire the reading, writing, and research skills of a scientific researcher, sharpen your skills surrounding rhetorical situation, audience, purpose, theory of writing, critical and analytical reading and listening, of essential steps in the writing process, effective writing, synthesizing material from various sources, the ability to locate and evaluate relevant library and online research, present your work to the class, and submit extensive bodies of written work. By the end of the course, students should be confident in utilizing this knowledge in the construction and completion of a writing portfolio and self assessment.

How This Course Works:

This course is an online synchronous course hybrid course, meaning we will meet in a zoom classroom at a regularly scheduled time and date. These meetings will serve as your face to face (f2f) classroom experience. You will still be responsible for attending all scheduled f2f classes and handing in all work ON TIME and properly done. You will also be responsible for posting projects and presentations in specific folders and also posting responses to these projects on Blackboard. I will let you know when these postings are due, keep in mind they are mandatory as they are part of your homework and participation grades. These responses can transfer to f2f discussions held in class, so they must be thought provoking and thorough. This course also has a main course site on the CUNY Commons where various reading materials and assignment prompts will be posted. We will move back and forth between these platforms throughout the semester.

Course Learning Outcomes:

Over the course of the semester, you will

* acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
* enhance strategies for reading, drafting, revising, editing, and self-assessment
* negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
* develop and engage in the collaborative and social aspects of writing processes
* engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
* formulate and articulate a stance through and in your writing
* practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
* strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

What You’re EXACTLY Doing in This Course:

In this course you will learn to read, write, and speak thoughtfully and critically in the sciences. You will produce various written works and give presentations surrounding scientific topics of your choosing. Hopefully this rhetoric and writing practice strengthens your writing skills throughout your academic and scientific career.

Required Textbook(s): ZTC Course- All Readings will be made available to students online through shared URLs or scans.

CUNY Commons Course Website: <https://engl21003wfs.commons.gc.cuny.edu/> Which will house various documents/files necessary for coursework

Important Dates

Tuesday, August 29- **First Day of Class**

Tuesday, October 10- **Classes follow a Monday Schedule, No class meeting!**

Thursday, November 23- **No Classes- Thanksgiving Break!**

Thursday, December 7- **Last Day of Classes**

Tuesday, December 20- \*\***Final day for submission of final project**

**Class Policies**

Lateness and Absences

Students are expected to be in class ON TIME and remain for the duration of class. At the start of every period, I will read the roll on Zoom and require a **verbal** response designating presence. Students that arrive late to zoom class **must** put their names in the chat (no need to announce your name and disrupt class) or else they will be marked absent. Students must also turn their cameras on and leave them on for the duration of class.

Absences- Life happens and so do absences. But it is your responsibility to let me know if there are any extenuating circumstances that are preventing you from attending class regularly.

● You are allowed four absences (for any reason) without penalty or documentation.

● If you miss a fifth class, your final grade will drop by 5% (e.g. from 90% to 85%- half a letter grade)

● If you miss a sixth class, your final grade will drop by an additional 5%- another half a letter grade. This is a full letter grade at this point.

● If you miss seven classes, you may not be eligible to pass the course. \*Contact your instructor to determine how to proceed.

TARDINESS- Being a few minutes late a few times in a semester is understandable, but it is crucial to try to arrive on time to each class.

● You are allowed two tardies of up to 10 minutes each (for any reason) without penalty.

● Being tardy more than twice or arriving later than 10 minutes after class begins may result in grade deductions at your instructor’s discretion.

-Meaning **three or more** tardies of over 10 minutes will equate to **one** absence.

EARLY DEPARTURES/LATE ARRIVALS- Seek permission from your instructor ahead of time for any early departures/late arrivals that you need. Unpermitted early departures/late arrivals may result in grade deductions at your instructor’s discretion.

-Sometimes students have appointments that overlap into class time and need to leave early or arrive late. Please alert me of these occurrences before class.

Food and Drink  🡨----------------- Don’t let this be you!!!

Eating/Drinking is allowed in class but do not let it be a distraction to you or your classmates. Also, **clean up after yourselves!** Classrooms are communal spaces and NOT your personal bedrooms, hotel rooms, or kitchens. They need to be kept clean by ALL who use them.

Electronic Devices 

-For Zoom meetings

Students are required to use cameras and microphones in this zoom class. Students are required to use cameras and be visible at all times. No gallery photos, no black squares, no darkness (proper lighting is required) as well as full faces, cameras on with the use of a proper microphone, throughout the duration of class. This fosters a sense of camaraderie and inclusion in class.

-For in person meetings

If it beeps, vibrates, rings, plays music, or has a screen, mute it before you enter class. Cell phone use is prohibited during class. Silence your cell phone before you enter the room. If there is an emergency, quietly step out of the room to handle it. Tablets and computers can be used as note-taking devices or E-book readers if that is how students wish to transcribe information or read text. However, those devices can only be used SOLELY for that purpose, no web surfing, social media, or any other recreational use during class time. When those devices are not needed, they should be “sleeping,” face down, and out of reach.

“Don’t Yuck My Yum” 

Each and every one of us, including myself, comes from a diverse background, environment, and has a unique life experience and skill set which contributes to our worldview and opinion. As members of a classroom community, school community, and society, etc., it is our duty to remember this and respect all viewpoints, even if we don’t agree with them. Remember, there are constructive ways to criticize.

Assignments and Due Dates 

Assignments are submitted on designated areas on Blackboard unless specifically directed by the instructor. Due dates and times are set for discussion boards and assignment submission areas. Once the deadline has passed, the area for submission ***locks and disappears*** and students will no longer have access to submission. At that point, the assignment is ***late.*** Use your time wisely! If the deadline is 11:59pm, and you are attempting to submit your homework at 11:57pm and your computer/wifi freezes, chances are, your homework is going to be ***late.*** At that point, students **must** email the instructor requesting permission to submit homework through email. When permission is granted, then students can compose a coherent email identifying themselves and their homework and attach it to the email and send it. Then students must WAIT for a response from me stating I received the homework. Any assignment sent without a message (essentially just flung) via email, will not be acknowledged. Work submitted after the due date will be deducted by 5% every day that it’s late. Excessively late assignments result will result in a deduction of points (for example, if the assignment was out of 100 points, you might only start with 90 points) IF I decide to accept the assignment at all. First draft due dates are listed on the weekly assignment schedule, final draft due dates are generally due **1-2** class meetings after you receive your essays back with peer reviewed comments. The exact dates will be announced in class and will always be on the syllabus.

Academic Integrity

Plagiarism is the unacknowledged use of another person's words or ideas. You can use other people’s ideas as much as you want and/or need to. Just make sure to **properly** give credit where credit is due. Words copied verbatim from another source must be quoted and the source must be cited. When you paraphrase words/ideas from another source, you must acknowledge the original author unless the ideas are common knowledge (information found in three or more different places). If you collaborate with another author to produce written work, you must acknowledge that person's contribution. “Borrowed” material must be *properly* cited in APA format, as is the preferred citation for the sciences. Anything incorrectly cited is considered plagiarism and is graded as an F. If there is any further question about the parameters of academic dishonesty reference page 230 of the CUNY Policy on Academic Integrity appears on page 230 of the City College of New York Undergraduate Bulletin 2013-2015.

* http://www.ccny.cuny.edu/registrar/upload/2013-2015-Undergraduate-Bulletin.pdf

All writing submitted for this course is expected to be your own. If a student’s submission contains any forms of plagiarism, he/she is at minimum subject to a failing grade for the project and/or course, and worst case scenario, academic suspension or expulsion. Part of the function for this course is to teach students how maintain academic integrity and to cite sources **properly** according to the standards of the American Psychological Association (APA)in order to avoid cases of inadvertent plagiarism, As part of this course, we will discuss strategies for adhering to standard conventions for responsible source use and for maintaining academic integrity and how to avoid inadvertently plagiarizing someone else’s work.

\*\*Assignments composed by ChatGPT or any other AI are considered to be plagiarized works and will be handled as such.

1-on-1 Consultation Policy

Students in first-year writing courses at City College are required to meet 1-on-1 with their instructors once or twice per semester. These meetings will provide you with invaluable individualized feedback on your writing. Your instructor will provide additional details for scheduling your 1-on-1 meetings. At the instructor’s discretion, these meetings will either be one, 30 minute meeting, or two, 15 minute minutes during the semester. These meetings are mandatory and will occur online during major assignments.

If you need ANY help at all *outside* of the classroom pertaining to anything at all, from writing issues and tutoring, to feeling overwhelmed, or *anything* in between, utilize these resources…

**The Writing Center**

<http://www.ccny.cuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104. They will be partially open starting 9/8, and fully operational starting 9/15. I strongly advise you contact them as soon as possible, even if you don’t have anything specific you need assistance with yet.

**Gateway Advising Center**, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

**AccessAbility Center Tutoring Services,** NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities

**SEEK Peer Academic Learning Center,** NAC 4/224

Phone: 212-650-5786**;** Email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

**Campus Counseling Center,** Marshak J-15

Phone: 212-650-8222, Email: [counseling@ccny.cuny.edu](mailto:counseling@ccny.cuny.edu)

<http://www.ccny.cuny.edu/counseling/>

The Counseling Center offers short term individual and group counseling to help students deal with their personal and adjustment issues that may interfere with their ability to progress academically to their fullest potential.

**Instructor, see front page for contact information and location**

If there’s something you feel I can’t help you with during class time, please do NOT hesitate to reach out and contact me. I frequently answer email and I love hard working students.

Grading Breakdown

Students will be assigned a grade for the writing section based on their completion of their assignments, participation, and attendance according to the following breakdown:

**“Low Stakes” assignments, 15%**

* **discussion board posts, homework,**
* **and in class writing 94%-100% A 90%-93% A-**

**Diagnostic Essay (Intro Letter) 5% 86%-89% B+ 85%-83% B**

**Narrative vs Logical Communication Writing 15% 80%-82% B- 76%-79% C+**

**Informative Review 15% 73%-75% C 70%-72% C-**

**Annotated Bibliography 10% 66%-69% D+ 60%-65% D**

**Public Service Announcement Group Project 20% 0%-59% F**

**Portfolio/Self-Assessment Project 20%**

Required Assignments

In addition to smaller assignments that will be assigned throughout the course of the semester, there will be 4 major assignments given with the goals of reinforcing lessons, meeting learning outcomes, and increasing writing, analytical, and rhetorical skills. These will be done in a series of drafts with scaffolding assignments in order to both lead up to the assignments and provide students opportunities for revision. **Optional Extra Credit** is offered at the end of the semester at the instructor’s discretion in the form of a project, possible small assignments, or attendance at an event and a write up to follow as proof of attendance.

* Diagnostic Writing Assignment- 500 words
  + Students will write a 500 word introductory letter about themselves, answering the following questions from this URL <https://williams2022d2.commons.gc.cuny.edu/files/2021/08/Letter-of-Introduction-copy.pdf>
  + Letters must have all conventions of the formal letter genre, including but not limited to- address of origin (you can make this up if you’re not comfortable giving out your address), address of destination (see below for my address), salutation, closing with signature (changing the font to a brush script is fine)

Danielle Carr

City College of New York- English Department

1. Convent Ave

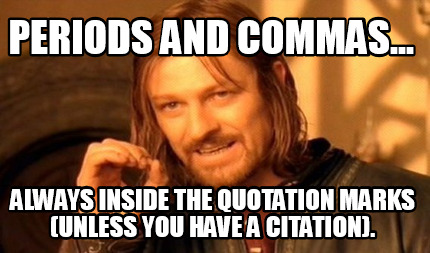
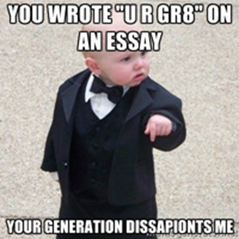
New York, NY 10031

* Scientific Narrative vs Logical Scientific Communication
  + This assignment is a multi-layered, multi part assignment designed to help scientific writers understand and compose in specific genres. Students will complete an extensive genre analysis on a scientific article of their choice, and then compose a corresponding scientific narrative. This assignment will be completed in a scaffolded process with several parts and due dates, leading up to one overall final due date.
* Informative Review & Annotated Bibliography
  + A genre that updates readers about knowledge on a focused topic or research issue without taking a position. Informs the public about a certain issue by presenting both sides of the argument with evidence without taking a position. Neutral stance with the purpose of informing. Critical analysis and synthesis of already published material that examines the progress of current research. The annotated bibliography will push students to collect and review research in order to write the Informative Review.
* Public Service Announcement (PSA) group project- Students will be assigned to teams of 3-4 and For this assignment, you are being asked to create an engaging 30-45-second digital Public Service Announcement about an environmental organization in NYC and their internships offerings, or about a City College environmental club or campus sustainability project. You may select a topic that interests you from [list at this link,](https://docs.google.com/spreadsheets/d/1G2G_npbnXvqXe2US7sVEEZUi8vV1YhHpISj80I1y4YU/edit?usp=sharing) but ***your topic and the platform you use to create the PSA must be approved by the instructor***. Your digital PSA will be shared with your class, as well as shown on the public display screens around the whole City College campus
* Final portfolio and self reflection
  + A rhetorical analysis of the student’s work that should include references to elements of the rhetorical situation: genre, audience, purpose, exigence, stance, and media/design and provide samples of revised student work created as a digital project on the CUNY Commons website.
    - This is a department wide assessment submitted for a grade but also departmental review.
* **Optional Extra Credit-** 
  + Lab Report Presentation
  + “Increased Awareness” Multimodal & Multi genre project- Students have two options to create a multimodal, multi genre project that aims to increase awareness with the general public. Students will be given a short list with instructor approved topics to pick from. This project will be scaffolded and completed in several steps.

***\*\* All major writing assignments will require a written self-reflection component, which will be discussed in class.***

\*\*\* All written assignments must be typed using Microsoft Word in 12 point, Times New Roman font, double spaced, with one inch margins, as per APA guidelines. For this course we will be referring to the Purdue OWL website to learn and practice using the APA format. <https://owl.english.purdue.edu/owl/resource/653/01/>

\*\*Please, msword or unlocked, with edit access, google doc submissions ONLY! No .pages, NO pdf submissions. Any locked, unaccessible, uneditable submitted google docs will receive a grade of Zero.

\*\*\* Also, while th course objectives do not state that I am trying to create professional grammarians, ***ALL*** writing for this course ***MUST*** be written in Standard English and not in text slang or colloquial spelling.

Weekly Assignment Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **In Class** | **Assignment** |
| **Week 1** |  |  |
| Tues 8/29 | Course discussion, “housekeeping,” ice breaker, explain homework | **Read:** Handout on exigence  **Write:** Diagnostic essay, which is an introductory letter to the instructor, 500 words. **Use the questions on the assignment prompt. Due Thurs 8/31 10pm on BB** |
| Thurs 8/31 | Introduce  rhetorical  situation, in class writing assignment | **Read**: Orwell “What is Science” and “Using narrative and storytelling in science.”  **Answer** the 14 questions posted on BB announcements. **Due Mon 9/4 11:59pm on BB**  <https://williams2022d2.commons.gc.cuny.edu/week-one-8-27-and-8-29/> |
| **Week 2** |  |  |
| Tues 9/5 | Discussion | **Watch** TED Talk from week 1 “Better science communication, better trust in science,”  **Read & Annotate,** “The Ascent of English” & “Civic Learning and Structural Racism” week 2  <https://williams2022d2.commons.gc.cuny.edu/week-two-9-3-and-9-5/> |
| Thurs 9/7 | Discussion | **Review** TED Talk #1 from week 1  **Watch** the other 3 TED Talks from week 2, **take notes,** **Answer** questions posted on BB announcements section/website. **Due Sun 9/10 by 10pm on BB** |
| **Week 3** |  |  |
| Tues 9/12 | Discussion | **Read and annotate** the following articles   * <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3474301/> * <https://punchline.biz/2019/09/05/a-scientific-narrative-can-be-skillfully-put-together-to-influence-people-positively/> * <https://academic.oup.com/icb/article/58/6/1224/5032878?login=false> * <https://cartoonbase.com/en/resources/blog/a-guide-to-scientific-storytelling/> |
| Thurs 9/14 | Discussion-- **genre** scientific article vs scientific narrative & project #1 | **Genre Analysis**   * **Read all four** of the assigned documents * **Answer** both sets of questions on BB per document * **Be prepared** to discuss in class on Tuesday * **\*\*Due Sun 9/17 by 10p on BB** |
| **Week 4** |  |  |
| Tues 9/19 | Discussion-  **Genre analysis** | \*\*Complete mini presentations on scientific narrative vs scientific article (*tentative)* |
| Thurs 9/21 | Continue discussion, APA citation method | **Complete and post Project Part 1a & 1b for homework due 9/24 & 9/25. See project directions for posting times.** |
| **Week 5** |  |  |
| Tues 9/26 | Discussion- Reflection papers | Prepare for part 2 of project and remote library zoom class on 9/28 |
| Thurs 9/28 | ***Zoom library lecture*** with Prof Riley-Reid | **Complete** part 2a for project, **due Sun 10/1 by 10pm**  **Read and annotate:**   * <https://mediatracks.com/resources/how-to-write-a-public-service-announcement/> * <https://mediaeducationlab.com/stand-lesson-2-understand-genre-public-service-announcements> * <https://engl210ccny.commons.gc.cuny.edu/wp-content/blogs.dir/4812/files/2023/03/Best-Practices-for-Engaging-Underserved-Populations.pdf> |
| **Week 6** |  |  |
| Tues 10/3 | Discussion- **Genre** PSA | Complete project part 2b, **due Thurs 10/5 by 11:59pm on BB.** |
| Thurs 10/5 | Discussion | 1. **Compose** first draft of Part 3a- the scientific narrative. First Drafts with reflection papers are **due Tues 10/10 by 8pm on BB** 2. **Complete** Genre analysis on PSA projects. **Due**  **Mon 10/9 by 8pm on BB.** |
| **Week 7** |  |  |
| Tues 10/10 | **NO CLASS!**  **Classes follow a Monday Schedule** | **Students must have first drafts posted on BB by Tues 10/10, 8pm.** Students then must read the professor selected drafts, make notes, comments, and be prepared to discuss the selected drafts in class. Volunteers for this exercise are welcome! ☺ |
| Thurs 10/12 | Group Peer review workshop | **Peer review reports are due by Sun 10/15, 10pm. Final drafts of Part 3 are due Mon 10/16, 11:59pm on BB.** |
| **Week 8** |  |  |
| Tues 10/17 | Discussion- Project #2 PSA | **Watch** the video on Canva on how to develop PSAs. Begin to discuss (with groupmates), topic of interest for the project |
| Thurs 10/19 | Discussion | **Compose and post** a brief but substantive abstract/write up on your PSA topic and why you and your groupmates have selected this topic. Topic/post must be instructor approved. Respond to ALL group posts! Posts are due Sun 10/22 by 8p, Responses are due Mon 10/23 by 10p |
| **Week 9** |  |  |
| Tues 10/24 | Possible ***asynchronous*** in class PSA workshop | Continue working on PSAs |
| Thurs 10/26 | Possible ***asynchronous*** in class PSA workshop | PSAs “drafts” are due for posting by **Mon 10/30 on BB.** **10/31- PSA draft workshop.** Groups will present final draft PSAs in class **on 11/2.** |
| **Week 10** |  |  |
| Tues 10/31 | PSA peer review draft workshop | **Complete** peer review reports on PSAs. Post final drafts of PSAs on 11/2 by 7:30am- for both class and dept project |
| Thurs 11/2 | PSA Presentations | **Read:**  Penrose & Katz textbook Ch 3.  **Watch** “The Shocking Experiments on Henrietta Lacks” <https://www.youtube.com/watch?v=L2byCGQDa7I> |
| **Week 11** |  |  |
| Tues 11/7 | Possible continuation of presentations, Discussion | **Read and annotate**:   * Sim et al. [The-perspectives-of-health-professionals-and-patients-on-racism-in-healthcare-1](https://williams2022d2.commons.gc.cuny.edu/files/2021/09/The-perspectives-of-health-professionals-and-patients-on-racism-in-healthcare-1.pdf) * <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4843483/> * <https://batten.virginia.edu/about/news/black-americans-are-systematically-under-treated-pain-why> * <https://www.cbsnews.com/baltimore/news/henrietta-lacks-johns-hopkins-hela-cells-pharmaceutical-companies-lawsuit/> |
| Thurs 11/9 | Discussion | **Watch** the video and **read** the article under under wk 3, “hw/ video due,” **Complete** the discussion questions on Week 4.  **Read and annotate**   * <https://www.nytimes.com/2011/12/10/us/redress-weighed-for-forced-sterilizations-in-north-carolina.html> * <https://www.npr.org/2011/12/28/144375339/a-brutal-chapter-in-north-carolinas-eugenics-past> * <https://www.cnn.com/2020/09/16/us/ice-hysterectomy-forced-sterilization-history/index.html>   **Watch:**  https://www.youtube.com/watch?v=56gqCXlUCoE |
| **Week 12** |  |  |
| Tues 11/14 | Discussion | **Read and annotate:**   * Penrose & Katz Ch 4- *Genre Composition* * Informative Review <http://users.clas.ufl.edu/msscha/whp_review.html> * Annotated Bibliography Content   **Complete:** Genre Analysis. Questions will be posted on BB. **Due: Wed 11/15, 11:59pm** |
| Thurs 11/16 | Discussion- Genre and Project #3 | **Read:**   * Savulescu “The Ethics of Cloning” * Morales “Psychological Aspects of Human Cloning”   **Watch:** Video: The Story of Dolly the Cloned Sheep | Retro | The New York Times:  [http://bit.ly/timesvideonewsletter](https://www.youtube.com/watch?v=tELZEPcgKkE)  **Post:** Project #3 Part 1a **Due Sunday 10/23 by 8pm.**  **Response:** Part 1b **Mon 10/24 by 10pm** |
| **Week 13** |  |  |
| Tues 11/21 | Discussion-  Possible in class group work, mini presentations | **Complete:**  Annotated bibliography **due Sun 11/26 11:59pm (solo submission!)**  1st draft of Informative Review due **Mon 11/27 8pm.**  **Read:**  Penrose & Katz Ch 5 |
| Thurs 11/23 | **No Class- Thanksgiving holiday** | Annotated bibliography **due Sun 11/26 11:59pm (solo submission!)**  1st draft of Informative Review due **Mon 11/27 8pm.**  **Read:**  Penrose & Katz Ch 5 |
| **Week 14** |  |  |
| Tues 11/28 | Peer Review Workshop | **Complete:** Peer review reports by **Sun 12/3 10pm**  Final Draft Informative Review due **Mon 12/4 11:59pm** |
| Thurs 11/30 | Discussion- optional extra credit and self-assessment/digital portfolio  -in class group work on rhetorical situation- group mini presentations | **Complete:** Peer review reports by **Sun 12/3 10pm**  Final Draft Informative Review due **Mon 12/4 11:59pm**  **\*Group Mini Presentations due on BB on 12/4 by 11:59p** |
| **Week 15** |  |  |
| Tues 12/5 | Mini presentations | **Watch** video on creating website skeletons. **Create** website skeleton. **Post** skeleton on **BB** by 12/6 at 11:59 |
| Thurs 12/7 | **Last Day of Classes!**  **\*in class genre analysis on digital portfolio projects.**  **\*Optional extra credit due via email** | **Complete:** skeleton for CUNY Commons website  **Websites due  Dec 20, 2023, 5pm on BB** |