

English 90 Course Description and Calendar  
Dr. Kleinman

Spring 2007  
[CCSF](#)

CLASSROOM--[Cyberia](#) (Arts Ext 265)  
OFFICE--Batmale 524, Wednesdays 5:45-6:45 and by appt.

EMAIL (preferred)—[ckleinma@ccsf.edu](mailto:ckleinma@ccsf.edu) PHONE --452-5082  
WEB -- <http://fog.ccsf.edu/~ckleinma> (Click Courses ---> English 90)

Jump to a  
printable  
version (pdf).

It is your responsibility to contact me, preferably in person at the office, as soon as you need my help. Contact, however, cannot make up for an absence. You will need to use my web page's "course" link to English 90; our online 90 syllabus is loaded w/ writing, reading, and lab resources coordinated w/ your course assignments. You should also bookmark the [lab page](#).

## TEXTS

Susan Anker's [Real Essays](#), 2nd Ed.

You should also have a [college-level dictionary and thesaurus](#), as well as disks--or email--for saving essays and exercises. As an English 90 student you are **required** to use the [Writing Lab](#), [Reading Lab](#), or [Cyberia](#)'s tutorial/learning resources, **or** the grammar/composition workshops and reading groups, **or** [Reading Plus](#), one hour per week, minimum. That is, you should be the beneficiary of a minimum of sixteen hours of English 90 lab work by week 16.

## GOALS

- To become a stronger [reader](#), [writer](#), and [thinker](#) . . .
- To become a more authoritative college student in general . . .
- To embrace the portfolio method and the creative potential of [revision](#) . . .
- To engage in these acts of learning with colleagues . . .
- To use reference tools and [stop guessing how and where to punctuate](#) . . .
- To be better prepared for all future courses . . .

## ASSESSMENT

20%--Participation, homework, quizzes, exams  
40%--Pre-Portfolio Essays  
40%--Portfolio

Remember, your course description and calendar are always online by way of my homepage's course link, so there is no excuse for not knowing your English 90 responsibilities.

## LAB AND TEXT PRACTICES

Much of what you need to know can be found at the [Lab Page](#). As an English 90 student, you are required by the college to use the [Learning Assistance Center](#)'s resources for at least one hour each week, so be sure to sign in as an English 90 student and have your lab time documented. In other words, *you will not pass this course if you do not fulfill the lab requirement*. Since you will form a special understanding of Cyberia during class time, you should build on that understanding in Cyberia during open lab time, but your lab time may take the form of meeting with an actual Writing Lab or Reading Lab tutor, joining a weekly reading group, attending a grammar or or composition strategy workshop, using a Cyberia or LAC computer to plan or improve an essay, using a composition or [Internet grammar or punctuation program](#) in Cyberia, or using the [Reading Lab's electronic resources](#), or using [Reading Plus](#) at any campus lab. Note--if you are in a Reading course, you cannot count your Reading course lab hours as your English 90 lab hours. If you're in 9 and 90, use the other lab resources to earn English 90 lab credit; then, after you've completed your English 9 lab hours, you may use the reading lab toward your English 90 lab requirement.

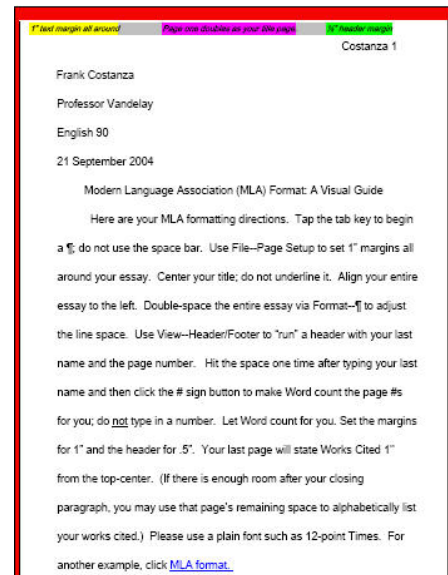
Each exercise in [Real Essays](#) is called a “practice.” The odd-numbered problems are answered in the back of the book, so use the answers to check your progress. You should always make the written practice activities a part of your reading; otherwise, you may not absorb the material. In general, you will become a stronger reader, writer, and thinker the more you actively combine those activities. *As can be seen on the calendar, specific practice exercises have already been assigned as homework, but you should experiment with the unassigned practice exercises as well.* Remember, you will rip yourself off if you jump right into the written homework without examining its accompanying reading. During the semester, though, it is extremely likely that in-class writing, sometimes in the form of a quiz, will take place. Do not expect to make-up in-class tasks; if you know about an impending absence, make arrangements with me in advance.

## ESSAYS AND PORTFOLIO

During the first three-fourths of the class, you will compose essays in and out of class; some of your writing will be timed in Cyberia, and some will be spread out over weeks. All of the essays will relate to what we are reading, and all of the essays must be written and turned in on time in order for you to pass the class. During the final month of the course our class will take the form of a portfolio workshop, during which you will be working on your final essay and revising some old writing. A [portfolio](#) is simply a representative sampling of your work and will feature major revisions of two graded out-of-class essays and a new, previously ungraded argumentative essay based on an assignment that other English 90 classes will be using. [Your portfolio will also](#) include a cover letter, as well as any other work that might enhance your portfolio representation of yourself as a college writer, all beautifully typed. Not submitting a portfolio = not passing the course. NOTE--The English 90 portfolio is in place of a final, but it will be assessed by other English 90 portfolio professors. If you earn at least a "C" in the course and your portfolio is strong enough, you will be given the chance to "skip" English 92!

## OTHER POLICIES

- Your essays will follow Modern Language Association (MLA) format. See directions and an example in your online syllabus or at <http://www.ccsf.edu/english/labpage/cyberiapdfs/MLAformat.pdf>
- [Plagiarism](#), the act of passing off someone else's work as your own, will result in failing the course and/or being removed from the college. Due to time constraints and Internet accessibility, the temptation to plagiarize is a great one. If you feel this temptation or are confused about whether you are committing plagiarism, see me before it inhales you into a life of corruption, just as you may see me to talk through any writing and reading issue.
- An absence is an absence. It is your responsibility to exchange email addresses with 1 or 2 classmates to stay informed of class happenings and notes, and it is your responsibility to contact me in advance about any impending absences. You will be allowed two (2) absences; three (3) lates or early exits will equal an absence. Perfect attendance should help your grade.
- Turn off your [cell phones](#) and pagers; “vibrate” if you must. Each time your device makes noise, you will write a 300-word essay explaining why that disruption occurred.
- No eating or [gum chewing](#) in class, but bottled water might be okay.



MLA Format

**COURSE CALENDAR OF DUE DATES**

*Note that the dates listed are due dates for the tasks listed next to them.  
Have those tasks completed before entering the classroom.*

- > Required written work is made clear in the DUE column.
- > Please bring Anker's *Real Essays* ( RE ), a notebook, and a dictionary to every class.
- > In-class writing will not always be announced; do not expect a make-up if you are absent.
- > When we need to adjust the calendar or add homework, we shall do so.
- > Ask questions if you're confused about the expectations.
- >The online calendar contains links to essay assignments and relevant websites.

Due Dates	<i>Real Essays</i> Reading Due	<i>Real Essays</i> "Practice" to Turn in  [exercise # (pages)]	<b>Suggested Lab Activities</b> Cyberia, Writing Lab, Reading Lab, Reading Tutor, Reading Group, Grammar and Composition Strategy Workshops, Approved Online Activities		<b>Writing Due</b> [outlines, drafts, in-class writing, revisions]			
1/17	<ul style="list-style-type: none"> <li>• Hello</li> <li>• Syllabus</li> <li>• <a href="#">Cyberia</a>, the <a href="#">labs</a> , and <a href="#">The Lab Page</a></li> <li>• <a href="#">words</a> 521-54 (in class)</li> <li>• <i>RE v-xxxv</i> &amp; <i>AI(731)</i>-index (in class)</li> <li>• Anker's Diagnostic Test</li> </ul>	<p><a href="#">BUY</a></p> <p><a href="#">REAL</a></p> <p><a href="#">ESSAYS</a> .</p> <p>Do you have a good <a href="#">dictionary</a>?</p>	<table border="1"> <tr> <th style="background-color: #90EE90;">The LAC (R207)</th> <th style="background-color: #90EE90;">Cyberia/Web</th> </tr> <tr> <td style="background-color: #90EE90;">                     Writing Lab— Ask a tutor for a workshop schedule and to tell you three skills you could learn by going to the <a href="#">Writing Lab</a> .                       Skills                      1                      2                      3                 </td> <td style="background-color: #90EE90;"> <a href="#">The Lab Page</a> --go to "grammar and mechanics" and register yourself into Exercise Central; try a multiple choice fragment exercise.                       Cyberia--go to the Writing folder and explore the <a href="#">Real Essays Writing Guide</a> software, especially for sentence-level help                 </td> </tr> </table>	The LAC (R207)	Cyberia/Web	Writing Lab— Ask a tutor for a workshop schedule and to tell you three skills you could learn by going to the <a href="#">Writing Lab</a> .  Skills 1 2 3	<a href="#">The Lab Page</a> --go to "grammar and mechanics" and register yourself into Exercise Central; try a multiple choice fragment exercise.  Cyberia--go to the Writing folder and explore the <a href="#">Real Essays Writing Guide</a> software, especially for sentence-level help	<p>The start of <a href="#">Anker's Diagnostic</a></p> <p>Write your log-in and password. Don't forget it!</p>
The LAC (R207)	Cyberia/Web							
Writing Lab— Ask a tutor for a workshop schedule and to tell you three skills you could learn by going to the <a href="#">Writing Lab</a> .  Skills 1 2 3	<a href="#">The Lab Page</a> --go to "grammar and mechanics" and register yourself into Exercise Central; try a multiple choice fragment exercise.  Cyberia--go to the Writing folder and explore the <a href="#">Real Essays Writing Guide</a> software, especially for sentence-level help							
1/24	<ul style="list-style-type: none"> <li>• <a href="#">Greene</a> 616-20 (quiz?) <a href="#">Print/read this temporary copy</a> of Greene's essay.</li> <li>• <a href="#">sentences</a> 327-36</li> <li>• active <a href="#">reading</a> 3-17</li> <li>• <a href="#">ESL</a> 497-518</li> <li>• <a href="#">Reading Plus</a> Assessment (Log-in via the <a href="#">Lab Page's Web Resources</a> page. The site code is "city.")</li> </ul>	<p>Practice I (541-42)</p> <p>Print and fill out this temp copy of Practice I on <a href="#">541</a> and <a href="#">542</a>.</p>	<table border="1"> <tr> <th style="background-color: #90EE90;">The LAC (R207)</th> <th style="background-color: #90EE90;">Cyberia/Web</th> </tr> <tr> <td style="background-color: #90EE90;">                     Writing Lab— Ask a tutor for a handout about essay planning, organization, and/or outlining. If the tutor has time, ask for the handout to be explained.                       Simply locate the Reading Lab and the Writing Lab's grammar and                 </td> <td style="background-color: #90EE90;">                     Cyberia--Log back into <a href="#">Anker's Diagnostic</a> ; ask the faculty "coach" for help w/ your test report. Remember your login and password.   <a href="#">The Lab Page</a> – Go to the Grammar and Mechanics link and find the <a href="#">Guide to Grammar's</a> PowerPoint show                 </td> </tr> </table>	The LAC (R207)	Cyberia/Web	Writing Lab— Ask a tutor for a handout about essay planning, organization, and/or outlining. If the tutor has time, ask for the handout to be explained.  Simply locate the Reading Lab and the Writing Lab's grammar and	Cyberia--Log back into <a href="#">Anker's Diagnostic</a> ; ask the faculty "coach" for help w/ your test report. Remember your login and password.  <a href="#">The Lab Page</a> – Go to the Grammar and Mechanics link and find the <a href="#">Guide to Grammar's</a> PowerPoint show	<p>Save and fill-in this <a href="#">Greene summary and response form</a></p> <p>(Email yourself an attachment of the filled out version and/or save it to a disk for class.)</p>
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			composition strategy workshop location.	on fragments and sentence basics.	
1/31	<ul style="list-style-type: none"> <li>• <a href="#">Schor</a> 666-669</li> <li>• <a href="#">plan &amp; paragraph</a> 24-44</li> <li>• <a href="#">thesis support</a> 42-53</li> <li>• <a href="#">outline</a> 54-78</li> <li>• Intro to Intros 81-86</li> </ul>	<p>practice 2 (48)</p> <p>practice 4 (84-85)</p>	<p><b>The LAC (R207)</b></p> <p>Writing Lab— Review summary rules and strategies with a tutor.</p> <p>Writing Lab— Does the Writing Lab have any thesis statement or essay organization handouts? Grab some!</p>	<p><b>Cyberia/Web</b></p> <p>Web/Cyberia--Use the <a href="#">Cyberia Activity Form</a> to explore thesis statements.</p> <p><a href="#">Try this topic sentence link too!</a></p> <p>Cyberia-- Try <a href="#">Townsend Press online</a> exercises “building” program in Cyberia’s Reading folder. Create a free account!</p>	<p>Save and fill in this <a href="#">Schor summary and response form</a></p> <p>(Email yourself an attachment of the filled out version and/or save it to a disk for class.)</p>
2/7	<p><b>In-Class Writing Greene/Schor</b></p> <ul style="list-style-type: none"> <li>• <a href="#">intro/conclusion/draft</a> 79-93</li> <li>• <a href="#">illustration</a> 133-49</li> <li>• <a href="#">fragments</a> 337-54</li> <li>• <a href="#">timed writing &amp; summaries</a> 267-90</li> <li>• In-Class Writing on Greene or Schor</li> </ul>	<p>practice 4 (73-75)</p> <p>practice 4 (345-46)</p>	<p><b>The LAC (R207)</b></p> <p>Reading Lab— Try <a href="#">Reading Plus</a> on a Reading Lab computer and/or discuss ways to improve your <a href="#">Real Essays</a> reading with <a href="#">reading tutor</a>.</p> <p>SIGN UP FOR A <a href="#">READING GROUP!</a></p> <p><i>Workshop I should attend (see <a href="#">the schedule of grammar and composition strategy workshops</a>) =</i></p>	<p><b>Cyberia/Web</b></p> <p>Cyberia-- explore the <i>Real Essays Writing Guide</i>’s illustration read/write activities and explore <i>The Electronic Bedford Handbook</i>’s section on the writing process.</p> <p>The Lab Page—Find two helpful “fragment” links on the <a href="#">Cyberia Activity Form</a>.</p> <p>What about <a href="#">Grammar Bytes</a>?</p>	<p>In-Class Essay on Greene or Schor</p> <p>(no make-ups)</p>
2/14 Stamped lab sheet(s) due	<ul style="list-style-type: none"> <li>• <b>The Draft Debate:</b> <a href="#">Broyles</a> 693-98 (quiz?)</li> <li>• <a href="#">Argumentation</a> 246-64</li> <li>• <a href="#">revision &amp; flow</a> 94-112</li> <li>• <a href="#">run-ons</a> 355-68</li> </ul>	<p>practice 2 (358-60)</p>	<p><b>The LAC (R207)</b></p> <p><b>Writing Lab</b> — Ask a tutor for an introduction to MLA quote integration, signal</p>	<p><b>Cyberia/Web</b></p> <p><b>The Lab Page</b> — Compare the run-on tasks in Grammar Bytes, Sentence Sense,</p>	<p><a href="#">Draft Debate summary and response form</a> (Broyles section due)</p>

			<p>phrases, parenthetical page references, and Works Cited. Imagine that you have to quote lines—w/o plagiarizing--from this week's assigned essays.</p> <p><b>Reading Lab</b> — Continue with Main Idea, Vocabulary, and/or Organization.</p> <p><i>Workshop I should attend =</i></p>	<p>and Hacker's Grammar Exercises.</p> <p><b>Cyberia</b> —Ask the faculty coach for help starting with WriteOutLoud. In that program, type in an argumentatively strong passage of 3-5 sentences and weak passage of 3-5 sentences from this week's two assigned essays. Use WriteOutLoud to hear the strengths and weaknesses.</p>	
<p>2/21</p>	<ul style="list-style-type: none"> <li>• <b>The Draft Debate:</b> <a href="#">Fick 699-703</a> (quiz?)</li> <li>• <a href="#">MLA quotation and documentation</a> 291-324</li> <li>• <a href="#">commas</a> 557-70</li> <li>• <a href="#">verbs</a> 387-415</li> </ul>	<p>practice 5 (565)</p>	<p><b>The LAC (R207)</b></p> <p><b>Reading Lab</b> —Ask for an activity that might enhance the way you read arguments or identify significant details.</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p><b>The Lab Page</b> — Go to the “grammar” link and strengthen your comma control at Sentence Sense and Exercise Central</p> <p><b>Cyberia</b> —Use the Writing Guide to review verb tense and forms.</p>	<p><a href="#">Draft Debate summary and response form</a> (Fick section due)</p>
<p>2/28</p>	<p><a href="#">HERE IS YOUR DRAFT DEBATE ASSIGNMENT</a></p> <p><a href="#">Here is an alternative map</a> that you may find more effective than the one you've already seen.</p> <ul style="list-style-type: none"> <li>• <a href="#">agreement</a> 369-86</li> <li>• <a href="#">description</a> 150-64</li> <li>• review <a href="#">thesis support</a> 42-53</li> <li>• review <a href="#">outline</a> 72-78; 311-13</li> <li>• bring crayons or markers</li> </ul>	<p>practice 4 (375-76)</p>	<p><b>The LAC (R207)</b></p> <p><b>Writing Lab</b> — Meet with a tutor to strengthen your outlining strategies. Is your thesis strong enough to give direction to your outline? Can you visualize meaningfully organized thesis-support paragraphs? Where are you referencing the</p>	<p><b>Cyberia/Web</b></p> <p><b>Lab Page</b> — Review the sample MLA arguments about cellphones and driving in Bedford's <a href="#">Model Documents</a>.</p> <p><b>Lab Page</b> — Learn from the Guide Grammar's PowerPoint show on “agreement.”</p> <p><b>Cyberia</b> —Use the Writing</p>	<p><a href="#">Draft Debate Outline Due</a> for Workshop; your outline should be typed as an Inspiration or Microsoft Word document and saved on a disk. <a href="#">Here's the Inspiration template</a>, and here's an <a href="#">alternative map that might be better for you</a>.</p> <p>(Note—Just the</p>

			<p>readings?</p> <p><b>Reading Lab</b> — Ask for an activity that might enhance the way you read arguments or identify significant details.</p> <p><i>Workshop I should attend =</i></p>	<p>Guide's sentence-level help to review fragment and run-on avoidance. Try <a href="#">Inspiration</a> to outline your argument!</p>	<p>outline is due; the more you invest in your working thesis and outline, the stronger your essay should be.)</p>
3/7	<ul style="list-style-type: none"> <li>• <a href="#">parallelism</a> 471-79</li> <li>• <a href="#">causation</a> 230-45</li> <li>• review <a href="#">intro/conclusion/draft</a> 42-53</li> <li>• review MLA quotation and documentation 291-324, especially 311-24</li> </ul>	practice 2 (474-75)	<p><b>The LAC (R207)</b></p> <p><b>Writing Lab</b> —Meet with a tutor to transform your outline into a strong essay draft for this week's workshop</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p><b>Cyberia</b> —Use Inspiration to better visualize your outline.</p> <p><b>Cyberia</b> —Use WriteOutLoud to hear your essay draft.</p> <p><b>The Lab Page</b> — At the “Planning and Writing” link try Hacker's Writing Exercises.</p>	<p><b>Essay Draft Due</b> for Workshop; your essay should be typed as a Microsoft Word document and saved on a disk (and/or emailed as an attachment).</p> <p><a href="#">Here's a workshop guide.</a></p>
3/14 Stamped lab sheet(s) due	<ul style="list-style-type: none"> <li>• <a href="#">Barry</a> 671-75</li> <li>• <a href="#">modifiers</a> 450-57</li> <li>• <a href="#">comparison</a> 212-29</li> <li>• review <a href="#">causation</a> 230-45</li> </ul>	practice 1 (452-53)	<p><b>The LAC (R207)</b></p> <p><b>Writing Lab</b> —Meet with a tutor to <a href="#">transform your essay draft into a carefully revised, MLA-formatted essay</a></p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p><b>Cyberia</b> —Use WriteOutLoud to hear the changes you're making during revision.</p> <p><b>The Lab Page</b> — Use the “vocabulary” links to online dictionaries and thesauruses.</p> <p>Run your draft through the CUNY <a href="#">WriteSite</a>.</p>	<p><b>Stronger, MLA-Enhanced Revision Draft Debate Argument DUE</b></p> <p><a href="#">Barry Summary and Response Sheet</a></p>

<p>3/21</p>	<ul style="list-style-type: none"> <li>• Beck 683-87</li> <li>• Improving <a href="#">your quote integration and use of MLA style</a></li> <li>• <a href="#">Problem-solving</a> 725-27</li> <li>• review definition</li> <li>• <a href="#">coordination/subordination</a> 458-70</li> <li>• Discuss <a href="#">Co-authored writing using Barry and Beck and profiles of Larry and Farrah</a></li> </ul>	<p>practice 4 (464-65)</p>	<p><b>The LAC (R207)</b></p> <p><b>Reading Lab —</b> Try Inferences in the Jamestown Comprehension Skills; try something new in the lab</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p><b>The Lab Page</b> —try modifier exercises in the Guide to Grammar and Writing and in Exercise Central</p> <p><b>Cyberia --</b> Explore modifiers and cause-and-effect in the Writing Guide software</p>	<p><a href="#">Beck Summary and Response Sheet</a></p>
<p>3/28</p> <p>(No class on 4/4 due to spring break. Enjoy.)</p>	<ul style="list-style-type: none"> <li>• <a href="#">Co-authored writing using Barry and Beck and profiles of Larry and Farrah</a></li> <li>• Review Barry 671-75 and Beck 683-87</li> <li>• Review MLA quotation and documentation 291-324</li> <li>• review <a href="#">intro/conclusion/draft</a> 79-93</li> <li>• Sneak a peek at your final assignment: <a href="#">“The Athletes Club”</a> and its <a href="#">Summary and Response Sheets</a></li> </ul>	<p>practice 6 (467-68)</p>	<p><b>The LAC (R207)</b></p> <p>Reading Lab— Have you tried a Critical Reading Activity?</p> <p>Writing Lab— Review your graded writing w/ a tutor.</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p>Cyberia—Use Inspiration to create a diagram or map of Barry or Beck’s argument.</p> <p>The Lab Page—Earn lab credit doing the <a href="#">Townsend Press online reading tasks</a>; set up an account and check your scores.</p>	<p><b>OUTLINE of Co-authored writing using Barry and Beck and profiles of Larry and Farrah</b></p> <p>Here’s your <a href="#">Inspiration map/outline</a> to work through your ideas. And here’s a <a href="#">Word version of that Inspiration document</a>.</p> <p>These materials are also in the Keinman Cyberia Asst Folder</p>
<p>4/11</p>	<ul style="list-style-type: none"> <li>• Review <a href="#">argument</a></li> <li>• <a href="#">Problem-solving</a></li> <li>• review MLA quotation and documentation 291-324</li> <li>• <a href="#">Grammar/Punctuation prep for the exam</a></li> <li>• <a href="#">Intro to “The Athletes Club” and the definition of “sexual harrassment”</a></li> </ul>		<p><b>The LAC (R207)</b></p> <p>Writing Lab— Meet with grammar tutor or visit the Grammar Room to clarify a grammar or punctuation are of confusion.</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p>Cyberia-- Review the four most common sentence structure errors, as listed in the Writing Guide</p> <p><a href="#">The Lab Page</a> —Use Cyberia Activity Form to practice subordination! Check out the new <a href="#">Cyberia home page</a>!</p>	<p><b>DRAFT OF Co-authored writing using Barry and Beck and profiles of Larry and Farrah</b></p> <p>. Decide whether or not you and your co-author will revise together or separately.</p>

<p>4/18</p> <p>Stamped lab sheet(s) due</p>	<ul style="list-style-type: none"> <li>• <a href="#">Grammar/Punctuation Exam</a></li> <li>• <a href="#">Portfolio</a> reminder</li> <li>• review <a href="#">argument</a> 242-65</li> <li>• review MLA quotation and documentation 291-324</li> <li>• <b>Interrogate “The Athletes Club”</b></li> <li>• <a href="#">Inspiration Map 1</a> or <a href="#">Inspiration Map 2</a></li> <li>• (Remember to first save on your computer and then open.)</li> </ul>		<p><b>The LAC (R207)</b></p> <p>Writing Lab— Discuss cover letter and portfolio revision possibilities w/ a tutor</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p>Cyberia— Use Inspiration to map your argument for “The Athlete's Club” project. First save these on your computer or disk; do not just open them.</p> <p><a href="#">Inspiration Map 1</a> or <a href="#">Inspiration Map 2</a></p> <p><a href="#">Map 1 Word version</a> <a href="#">Map 2 Word version</a></p>	<p>TURN IN <a href="#">Co-authored writing using Barry and Beck and profiles of Larry and Farrah</a></p> <p>-----</p> <p><a href="#">“The Athletes Club” Summary and Response Sheets</a></p>
<p>4/25</p>	<ul style="list-style-type: none"> <li>• What will be in your <a href="#">portfolio</a> ?</li> <li>• portfolio <a href="#">cover letter</a> ideas</li> <li>• <a href="#">sentence variety</a> 480-95</li> <li>• review the grammar exam</li> <li>• <b>“The Athletes Club”</b></li> </ul>	<p>practice 4 (484)</p>	<p><b>The LAC (R207)</b></p> <p>Writing Lab— Meet w/ a tutor to improve your “Athlete's Club” outline.</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p>Cyberia—Use Inspiration to map and outline your eventual essay draft about <b>“The Athletes Club”</b></p>	<p><a href="#">“The Athletes Club” outline</a> of your eventual argument. Remember to first save on your computer and then open:</p> <p><a href="#">Inspiration Map 1</a> or <a href="#">Inspiration Map 2</a></p> <p><a href="#">Map 1 Word version</a> <a href="#">Map 2 Word version</a></p>
<p>5/2</p>	<ul style="list-style-type: none"> <li>• Workshop on <b>“The Athletes Club”</b> and your <a href="#">Portfolio</a>.</li> <li>• refine your portfolio and cover letter direction.</li> <li>• <a href="#">Review your portfolio requirements and cover letter criteria.</a></li> </ul>	<p>Choose what you need to practice in <i>Real Essays</i>.</p>	<p><b>The LAC (R207)</b></p> <p>Writing Lab— Discuss your “Athlete's Club” argument's organization and support with a tutor. Review your use of MLA style as well.</p> <p><i>Workshop I should attend =</i></p>	<p><b>Cyberia/Web</b></p> <p>The Lab Page-- Explore sentence variety at Exercise Central.</p> <p>Cyberia—Use <i>The Electronic Bedford Handbook</i> to improve sentence clarity and MLA quotation and citation.</p>	<p>“The Athletes Club” essay draft for workshopping.</p> <p>Your other two portfolio essays and cover letter in progress should also be workshopped in class.</p>



5/9	<ul style="list-style-type: none"> <li>Final workshop for cover letter and portfolio essays, including “The Athlete’s Club”</li> <li>Review your <a href="#">cover letter</a></li> <li><b>AND PLEASE MAKE USE OF THIS <a href="#">PORTFOLIO CHECKLIST</a></b></li> </ul>		<b>The LAC (R207)</b> Writing Lab— Discuss your “Athlete’s Club” argument and other portfolio works with a tutor. Review your use of MLA style as well.	<b>Cyberia/Web</b> The Lab Page-- Review Hacker's Guide to Research and Documentation.  Which resources will best enhance your portfolio revisions and cover letter?	<b>WORKSHOP ALL PORTFOLIO MATERIALS: ESSAYS AND COVER LETTER</b>
5/16 Stamped lab sheet(s) due	<ul style="list-style-type: none"> <li>Final portfolio editing</li> <li>Portfolio w/ drafts and previously graded essays due by end of class</li> </ul>		<b>The LAC (R207)</b> Writing Lab— Meet with a tutor to refine your portfolio.	<b>Cyberia/Web</b> Which resources will best enhance your portfolio revisions and cover letter?	<b>Revised Portfolio at end of class (drafts and graded versions included)</b>
5/23	<b>Final Exam Period</b> = retrieve portfolio at Batmale 524		<b>Portfolio returned</b>		

Remember, the online version of this course description and calendar is much better. It will be updated every now and then, and it has helpful hot-links to assignments and websites. Keep this printed version in your notebook, but the online version should be your primary resource. Go Dr. Kleinman’s homepage: <http://fog.ccsf.edu/~ckleinma>. Click courses and find the English 90 description with the online syllabus hotlink. You may also find the Kleinman homepage by going through the [www.ccsf.edu](http://www.ccsf.edu) faculty directory or the English Department’s faculty directory at [www.ccsf.edu/english](http://www.ccsf.edu/english).

Use the Lab Page!

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