First Year Seminar
Asian Americans in Los Angeles: Politics of Community and Identity

COURSE OVERVIEW:

This two-part course will examine the Asian American experience in Los Angeles. The historical part of the course will begin with the role of U.S. immigration and citizenship policies in the settlement and integration of Asian Americans as Los Angeles transformed from a northern Mexican outpost into a major American city. The place of Asian Americans in Los Angeles will be comparatively examined through the city’s laws and policies, cultural and civic representations, and social and political movements as residents of the city struggled over the promise of American democracy and the reality of racial and ethnic inequality. In this section of the course, the issue of housing—and specifically the experience of Japanese Americans with housing discrimination from the 1930s to 1970s—will serve as a case study to address these issues. The contemporary part of the course will focus on the continuing evolution of Asian American communities in Los Angeles. We will first examine the political formation of Asian American communities as they struggle for meaningful participation and empowerment in a multiracial and multiethnic city. Using the Korean American experience in the aftermath of the 1992 Los Angeles Civil Unrest, we will examine the role of generation, ideology, class, and immigrant status in Asian American political participation. Finally, the course will examine the impact of the most recent transnationalism and globalization on (re)shaping the Asian American experience including flexible forms of migration, unprecedented levels of transpacific economic activities, and increasing pace and scale of cultural flows and exchanges. The last case study will focus on the Chinese American community in Los Angeles County, including Chinatown and San Gabriel Valley.

FIRST YEAR SEMINAR FORMAT:

As a First Year Seminar course, we will devote 50 percent of the course grade and all remaining Monday meetings to the Writing Section. The Writing Instructor for the course is Michaela Lavick, and she will provide an addendum to this course syllabus.

COURSE INSTRUCTOR:

Edward Park, Ph.D.
Office: University Hall, Room 4423
Office Hours: M 1:30-2:30, W 1-2, and Th 2-3
Phone: (310) 338-4491
e-mail: epark@lmu.edu (Please write “FFYS 1000.29” on the Subject line)
REQUIRED BOOKS:


Other required readings are available as PDF files from the Instructor.

COURSE REQUIREMENTS:

Attendance and Participation (20 percent):

You are expected to attend class on a regular basis and to have completed the assigned readings before you come to class. Your active participation is critical to the success of the class, and attendance will be periodically monitored throughout the semester. All students are required to sign up for three “special responsibilities” to respond to e-mailed discussion questions during the semester. You will be penalized 3 points for your 4th absence.

Midterm Examination (40 percent):

We will have an in-class midterm examination on October 9. The study guide for the midterm will be distributed October 2.

Final Examination (40 percent):

We will have an in-class, closed-book final examination for this class from 8 am to 10 am on December 11, 2013. The study guide for the final examination will be distributed November 25.

COURSE GRADE:

Your course grade will be based on the following straight percentage scale:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>D</td>
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<td>F</td>
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COURSE SCHEDULE AND READING ASSIGNMENTS:

8/26: First day of class / No readings

History of Asian Americans


9/9: Writing section

History of Los Angeles


9/16: Writing section


Japanese Americans and the Making of a Multicultural Los Angeles

9/20: Kurashige, Introduction, Chapter 1 and 2

9/23: Writing section

9/25: Kurashige, Chapters 3 and 4

9/27: Kurashige, Chapters 5 and 6

9/30: Writing section

10/2: Kurashige, Chapters 7, 8, and 9

10/4: Kurashige, Chapters 10, 11, and Conclusion
10/7: Writing section

**October 9 / Midterm Examination.**

10/11: No class-University Holiday (Autumn Day)

10/14 Writing section

Politics of the Korean American Community

10/16: Chung, Chapters 1 and 2

10/18: Chung, Chapters 3 and 4

10/21: Writing section

10/23: Chung, Chapter 5

10/25: Chung, Chapters 6 and 7

10/28: Writing section

10/30: Chung, Chapters 8 and 9

11/1: Chung, Chapter 10

11/4: Writing section

11/6: No class

Transnational context of Chinese American communities

11/8: Zhou, Introduction and Chapter 1

11/11: Writing section

11/13: Zhou. Chapters 2 and 3

11/15: Zhou, Chapters 4 and 5

11/18: Writing section

11/20: Zhou, Chapters 6 and 7

11/22: Zhou, Chapters 8 and 9
11/25: Writing section

11/27 to 11/29: University Holiday-Thanksgiving

12/2: Writing section

12/4: Zhou, Chapters 10 and 11

12/6: Last day of class

**December 11 / 8 am-10 am / Final Examination.**
Syllabus for First Year Seminar at Loyola Marymount University  
Asian Americans in Los Angeles: Politics of Community & Identity

FFYS 1000.29 MWF: 10 – 10:50 A.M.  
University Hall 3222

**WRITING SECTION**  
Mondays from 10 – 10:50 A.M.

**General Information:**  
This is a team-taught seminar with content sections (taught by Professor Dr. Edward Park) and writing sections (by Professor Michaela Lavick, M.A.).

**Instructor Names:** Profs.:  
Dr. Edward Park & Michaela Lavick, M.A. Phil.

**Prof Park’s**  
Office: University Hall 4423  
Email: Epark@lmu.edu  
Phone: (310) 338-4491

**Prof Lavick’s**  
Office: Xavier, 336  
Email: Michaela.Lavick@lmu.edu  
Phone: (310) 338-7387  
Office Hours: Mon 2-4pm, Tues 2-4pm, Wed 8-9:30am, Thurs 2-5pm, & by appt.

**Please Note:**  
This is a team-taught seminar, comprised of two sections: one is the content driven section, providing the thematic aspect of the seminar. The other section deals with reading comprehension and writing skills. This syllabus pertains to the reading comprehension and writing skill aspects only! This said, due to the nature of team teaching, content and writing elements may overlap, esp. since writing segments are often times based on the readings and discussions of the content segments.

**Course Description:**  
The Core experience begins with a First Year Seminar (FYS) that introduces students to the spirit of academic excellence and intellectual rigor at LMU. **Aimed at improving students' written and oral communication skills**, the FYS invites students to engage critically and reflectively with scholarly discourse in a variety of formats: written, oral, and visual. The topic for each section of the FYS is chosen and developed by its instructor within one of seven broad themes including 1) Faith and Reason, 2) Ethics and Justice, 3) Virtue and Justice, 4) Culture, Art, and Society, 5) Power and Privilege, 6) Globalization, and 7) Science, Nature, and Society. This FYS deals with the politics of community and identity of Asian Americans in the city of Los Angeles.

**Learning Outcomes of the Writing Section:**  
Students will:
- be able to identify and critically approach scholarly academically written texts.
- engage critically and reflectively in scholarly discourse.
- exercise critical thinking in oral discussion and writing.
- be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources) and apply them in their own academic endeavors.
- acquire research skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.
- understand and appreciate the intellectual rigor and academic excellence that defines an LMU education.
Instructional Methods:
Seminar-style discussion, writing, and presentation activities; critical reading and layered process writing assignments (both informal and formal); brief topical lectures and instruction on writing; library exploration at the library and using the online webpage and catalogs; on-line writing tutorial software; visually based writing presentations; in-class presentations; and one-on-one tutorials with writing instructor.

Required Text(s):

Articles

Books

Assorted handouts
* in-class reading for entire course

Required Student Tasks
1. Selected readings in required text accompanied by written blog and video assignments.
2. Process drafts and final revisions of formal papers.
3. Library tutorials.
4. Scanning and identifying, and applying of sources materials
6. Meeting throughout the semester with the writing instructor for revision work on assignments.
Completion of all assignments (on time). Late Assignments will be reduced by one letter grade per weekday late. Late daily homework assignments receive ½ credit. See assignments and grading structure on the next page.

Important Due Dates:
1. Blogs: Always due on Friday of each week at 4 p.m.; blogs are closed after 4 p.m. of the due date, except when otherwise stated (e.g. 1st blog will be due on Friday, September 6).
2. Abstract: Friday, September 20
3. Analytical Paper: October 18
4. Argumentative / Persuasive Research Paper, November
   a. 1st draft: Friday, November 8
   b. 2nd draft: Friday, November 22
   c. Final draft: MONDAY December 2

Grading Breakdown for all Assignments:

Below is the break down of the grading for the writing portion of the FFSY 1000 – the total of these percentages result in 50% of your total grade! The percentages are only reflecting writing related assignments and participation!

Rubrics: for writing assignments and blogs will be distributed with assignment sheets or online. See general guidelines below.

75% WRITING
   Blogs 10% (2% each)
   WR 1 & 2 (5%)
   WR 3 ‘Analytical Paper’ (10%)
   WR 4 (5%)
   Research Paper (45%)
7.5% ACTIVE PARTICIPATION
   Preparation with reading, writing, sharing of ideas verbally & participating in interactive activities, & discussions (7.5%)
7.5% ORAL COMPETENCY
   Oral presentation ‘speech act’ (7.5%)
10% INFORMATION LITERACY Online course and quizzes administered by the LMU library.

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<tr>
<td>&lt; 60</td>
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A General Guide for Grading
Active Participation and Attitude

Teacher will assess Active Participation and Attitude based on the following:

Use of language appropriate to the course material;
Composure and with body language and cognitive material learned;
Frequency of interaction with teacher and students in and outside of class;
Willingness to accurately understand concepts and ideas and to apply them

The Grades of A and A-

Student speaks frequently when appropriate. Student uses exceptionally well-chosen language
which signifies he or she is comprehending concepts from the class and applied these concepts to his or her body or other’s bodies.
Student speaks respectfully with the teacher and with other students.

The Grades of B+, B and B-

The student speaks regularly when appropriate. Student uses adequate descriptive language,
which signifies he or she is comprehending concepts from the class and can apply them to him or herself. Student speaks respectfully.

The Grades of C+, C and C-

The student seldom speaks, but does so when called upon. Student primarily communicates his or her “appreciation” of the concepts, but hasn’t yet made personal connections to these concepts yet. Student speaks respectfully.

The Grade of D:

Student only speaks when called upon. Commentary only reflects the viewers’ like or dislike of an experience. Commentary does not relate to concepts experienced or embodied. Student does not speak respectfully.

The Grade of F:

Student does not speak when called upon.

Information Literacy

Information Literacy entails the ability to locate, evaluate, and use information effectively and ethically, developing the critical thinking skills that form the basis of lifelong learning.

Information Literacy Learning Outcomes for FYS

- Be able to evaluate sources for quality (e.g., by learning to differentiate between scholarly and popular sources)
- Acquire research skills including use of the library catalog and electronic databases to retrieve books or articles, whether in print or online.

Information Literacy Tutorial

During the course of the term students are required to work through the Lion’s Guide to Research & the Library tutorial which is made up of four online modules accessible through MyLMU Connect. Following each module you will take an online quiz on the material covered. The four quizzes are to be taken consecutively in the order of the modules: completion dates are:

1. Starting Your Assignment (module & quiz) - complete by 9/13/13
2. Types of Information (module & quiz) - complete by 9/27/13
3. Finding & Evaluating Information (module & quiz) - complete by 10/11/13
4. Using Information Ethically (module & quiz) - complete by 10/25/13

The modules can be found through MyLMU. Just follow these steps:

- Login to MyLMU Connect at http://mylmuconnect.lmu.edu
- Click on the course title FFYS 1000 - “FYS: Asian American in LA: Politics of Community and Identity”
- to enter the course page.
- Click on the “Information Literacy” link in the course menu on the left-hand side of the page.
- Click the link for the Information Literacy tutorial Module you have been assigned. The tutorial will open in a new window.
- The Library has created a FFYS 1000 LibGuide located at http://libguides.lmu.edu/ffys1000 (under construction)
Active Participation is the most important factor in your learning. It is vital that you are here to learn, as everything you need to know is explained in class. Students are expected to be mentally and emotionally prepared. Students are expected to come to class having continued awareness and presence of the emerging system of theory and ideas we’re exploring. Be ready to share or comment when asked and demonstrate a strong desire to learn.

Tutorials/Individual Meetings with Writing Instructor

Over the course of the semester you are required to meet twice with the writing instructor in small groups, and several times individually for the Final Research Paper.

Attendance Policy for the Writing Portion of your FFYS 1000: In the overall FFYS 1000: Asian Americans in Los Angeles: Politics of Community & Identity you may miss four classes, BUT only TWO of the designated writing days, before absences begin to affect your grade. These TWO absences are freebies in case you are sick or something comes up and you cannot make it to class. Additional absences affect your grade by lowering your grade one third of a letter grade for each additional absence. Example: If you finish the course with a B, but have three absences, two are excused and one affects your grade. You will end up with a B–. There are 14 regular class meetings and 2 required tutorial meetings. This means you have 16 required meetings for the course.

Use of Technology: We will be using MyLMUConnect, Blackboard, erez, the library catalog, youtube, email and other internet sources. If you need any assistance getting comfortable with any of these tools, please inform your instructor.

MYLMUConnect & BlackBoard: To access your BlackBoard account, on any search engine, type My.LMU.edu, click enter. Then, in the space available, type your username and password to login to my.lmu.edu. Click on the pull-down menu called “Systems Login.” Look for MyLMUConnect and click on it. Your courses are listed here. Click on your course: “FFYS-1000” Here you will find assignments, blogging, and all other details needed to stay connected and do your work. We will tell you which homework to submit here and which homework to bring in paper copy to hand in to us in class.

GENERAL LMU ACADEMIC GUIDELINES:

Academic Honesty: Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” which appears in the LMU Bulletin 2010-2011 (see http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm.) Also, you might include a more specific statement about plagiarism if students will write papers in your class. Suggestions for preventing plagiarism and the use of resources can be found on the library website.

Special Accommodations: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit www.lmu.edu/dss for additional information.
**Tentative Nature of the Syllabus:** If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on LMU's course management system MYLMU Connect (if you are using that technology). Important note to faculty: Students should be notified of any syllabus revisions in the same manner(s) that the original syllabus was distributed (for example, distributed in writing in class and/or posting on MYLMU Connect).

**To Promote Classroom Respect:** RESPECT FOR SELF AND OTHERS: As an LMU Lion, by the Lion’s code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Please refer to the Lion’s Code (see http://www.lmu.edu/AssetFactory.aspx?vid=30313) or to LMU’s Community Standards at http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm for the Student Conduct Code, Section IV. D.

**Expectations for Classroom Behavior:**
*Disruptive and Threatening Student Behavior* (Fall 2010): “Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.”

**Group Email Communication:** At times we will communicate with the entire class using campus email systems, so it is essential that you regularly check your lion.lmu.edu email address or forward your lion account email to your preferred email address.

**Advice on how to succeed in this course:** Get passionate about something so assignments feel easy to you. Form good study habits, and avoid procrastination. Make your goal to learn about the material and yourself, not just to get the homework done. Listen to other students, but form your own opinions that allow you to have meaning and purpose. Engage with your teachers, your librarians, and your classmates. Set an academic goal for yourself with writing, researching, and bringing your ideas together. Try to sit in a place where you are comfortable during class. Usually it is easier to stay focused when sitting up front. Stay healthy by doing five things: 1.) Eat healthy, 2.) Exercise, 3.) Relax, 4.) Be optimistic: Smile and Laugh, and 5.) Get enough sleep.

**Checking Your Grades:** If you have a question about a grade or about your overall grade in your writing class, please talk to me after class or during office hours. The percentage as indicated above is your guideline. However, if we as a class decide to delete any smaller assignments, the overall weighting of larger assignments will increase and thus affect the final grade. Please feel free to check on your progress pertaining to the writing course.

**Electronic Devices:** Please turn off and put out of sight all electronic devices (other than a calculator or computer, if/when allowed) during class-time unless asked to do internet searches as part of the classroom activities. The interruptions electronic devices cause disrupt class and interfere with the learning process. A repeat offender may lose credit for the day's work.

**Emergency Preparedness:** To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit http://www.lmu.edu/emergency. A longer syllabus insert is also available at http://www.lmu.edu/cte.
### Detailed Syllabus

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<thead>
<tr>
<th>Date</th>
<th>For Today’s class</th>
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| Aug 26     | Joint Class (Syllabus & MyLMU Connect?)  
1. Intro to class – how the course works  
2. Grading (incl. attendance, assignments etc.)  
3. Information Literacy:  
4. **Blog #1**: Create a Basic Report one of the class texts (Lee, Azuma, or Ngai), by highlighting key factors that were addressed.  
5. Evaluate the text you worked with: what elements did you learn and how did the text approach the topic.  
6. **Assignment**: think / bullet points: collect elements for an informative / scholarly paper (brainstorming) |
|            | Major Project Due Dates |
|            | Friday, Sept. 6  
blog #1 due  
assignments due  
Blog: concise, no more than 300 words, essential elements of the text! |
|            | Tutorial #1 (report, papers, scholarly writing)  
⇒ groups of 3 & or individual sessions |
| Sept 9     | Intro: to Academic Writing & Sources  
1. Review of blogs (samples) & texts  
2. MyLMUConnect - Assignments & Information Literacy  
3. Starting your Research Assignments: first steps  
4. **Assignment**: Find text types, and especially the following. What makes them 'particular text types'? [make notes]  
   a. Scholarly paper  
   b. News report  
   c. Personal Narrative etc. |
|            | Friday, Sept 13  
Information Literacy Module #1 due  
2 assignments due: Text types  
What makes them text types |
|            | Tutorial #1 |
| Sept 16    | College Writing  
1. Collect data on “informative/scholarly” papers  
2. Text Types, Disciplines, ‘writing scholarly’  
3. Identifying sources;  
4. Writing abstracts  
5. **Blog #2**: Write an Abstract on either Hise or Sanchez’s text. |
|            | Friday, Sept 20  
blog #2 due  
Blog: concise, no more than 150 words, essential elements of the text! |
|            | Tutorial #1 |
| Sept 23    | Critical Reading I  
1. Details about text types, and examples  
2. In-class: Group – identify elements  
3. **Blog #3**: Critical reflections on Kurashige chapter 3,4,5, or 6  
4. **Assignment**: WR#1  
   a. Identify the following in your text (from class), mark and bring to Monday Session:  
   i. problem in text(s) [1]  
   ii. argument  
   iii. conversation (based on previous findings)  
   iv. support |
|            | Friday, Sept 27  
Information Literacy Module #2 due  
blog #3 due (150 words) |
|            | Tutorial #2  
Texts close up: categories (problem, argument, …); intro sources, & abstract (groups of 3 & individual sessions) |
<table>
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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
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| Sept 30  | Critical Reading II                                     | 1. Review in class: categories of critical reading  
2. How to find a topic within a field of study – in class discussion  
3. **Assignment: WR # 2** (Re)search scholarly text(s) on “Asian American Studies”  
   a. ⇮ get topic approved first  
   b. analyze your text (above categories)  
   c. make notes on search process | Friday, Oct 4  
assignment due  
scan/email or submit hardcopy of your research text that you’ll be using as basis for your in class discussion on Monday  
Tutorial #2 |
|          | Categorizing & Types of Texts                           | 1. Analyze each others’ texts in class  
2. Group discussion categories  
3. Categories of College Writing (Basic Report, Analytical Paper, Persuasive Paper)  
4. **Assignment: Planning to write** Begin your search for your Final Research Paper (Argumentative Paper). Collect ideas, avenue to pursue, first broad outlines – bring to class ⇧ October 21 | Friday, Oct 11  
Information Literacy Module #3 due  
Tutorial #2 |
2. Audience Matters! Recognize your audience  
   a. Whose is the audience  
   b. Why does audience matter  
3. Writing styles: A word on proper writing (grammar, punctuation)  
4. Introduction: Literature/Bibliographies  
5. **Assignment WR # 3:** Write analytical paper (explain, compare, & contrast) – utilize 2 or three of the authors (Sanchez, Hise, Lee, Ngai & Kurashige) | Friday, Oct 18  
analytical paper due  
guidelines will be given in class (600 – 800 words)  
Tutorial 3 mind mapping & structures, and narrative texts (groups of 3 & individual session)  
Review Sessions |
| Oct 14   | Structuring your thoughts                               | 1. Structuring – organizing your thoughts  
2. Literature/Bibliographies: what are they for?  
3. Sources: The need for sources  
4. **Blog # 4:** Critical reflections on one class chapter (Chung Ch. 1 – 7)  
5. **Assignment WR # 4:** Create and annotate a thoroughly investigated literature list for the following topics (choose 1)  
   a. “Issei / Nisei society and World War II”  
   c. “Contemporary Immigrant Literature in Los Angeles”  
   d. “Politics of Chinese Exclusion”  
   e. “Asian American Women in the Labor Force” | Friday, Oct 25  
blog #4 due (150 words)  
Get your thesis topic for the Final Research Paper approved  
Review Sessions |
### Sources: Identification, Usage, & Styles
1. Review: How to handle sources
2. Citing texts, annotation, foot & end notes
3. Excerpt: Text “Interpreting the Historical Experience” (MyLMUConnect) ⇒ Creating a Thesis in your Introduction
4. **Assignment WR # 5:** FINAL RESEARCH PAPER
   Write a persuasive/argumentative paper (argue, persuade, and debate, a position – with resources)
   Anchored in either texts of either Zhou or Angie ⇒ more details to follow

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**Oct 28**

**Cont. Styles**
1. MLA
2. Chicago Manual
3. APA
4. **Assignment:** MLA style citations / bib & Chicago Manual Style

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**Nov 4**

Speech Acts – Pitch of Thesis – peer review
1. Individual review sessions continue
2. APA Style
3. Speech Acts I (2 minute presentations – Assert yourself concisely)
4. **Assignment:** APA style citations / bib
5. **Blog 5:** Critical observations on Chapters by Zhou (1, 2, or 3)

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**Nov 11**

Individual review sessions
1. The Body of your Text: Making valid arguments
2. Speech Acts II (2 minute presentations – Assert yourself concisely)
3. Text “Strawberries” (MyLMUConnect)
4. Review of Grammar & Punctuation

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**Nov 18**

Individual review sessions
6. Coming to a meaningful, convincing conclusion
7. Review of Grammar & Punctuation

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**Nov 25**

Q & A – to writing academically

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**Dec 2**

**Review Sessions**

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**Friday, Nov 2**

Information Literacy Module #4 due
annotated literature list due

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**Friday, Nov 8**

1st draft due & Comments on changes

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**Friday, Nov 15**

final blog #5 due

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**Friday, Nov 22**

2nd draft due & reflective comments on changes

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**Friday, Nov 28**

Review Sessions

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**Monday, Dec 2**

hard copy of final draft due