San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 6, 19, & 46
Spring 2014

Instructor: Inga Silva
Office Location: FOB 224
Telephone: 408-924-4415
Email: Inga.Silva@sjsu.edu
Office Hours: Monday & Wednesday 10:30-11:30 AM or by appointment
Class Days/Time: M&W, 7:30-8:45, 9:00-10:15, & 12:00-1:15
Classroom: 7:30 & 9:00 Class in BBC 124 & 12:00 Class in SH 348
Prerequisites: Passage of Written Communication English 1A (C or better) or approved equivalent.
GE Category: Written Communication C3

Faculty Web Page and MYSJSU Messaging (Optional)
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/inga.silva & Canvas.

Course Description

English 1B is the second course in SJSU’s two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Prerequisites: Passage of Written Communication English 1A (C or better) or approved equivalent.

Course Goals and Student Learning Objectives

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in all of the following:

- Clear and effective communication of meaning.
• An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).

• An appropriate voice that demonstrates an awareness of audience and purpose.

• Careful attention to review and revision.

• Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);

• Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.

• Effective organization and development of ideas at paragraph and essay levels.

• Appropriate and effective sentence structure and diction.

• Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives:

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

Information available online

You are responsible for reading the following information online at http://www.sjsu.edu/english/comp/policy/index.html

• Course guidelines

• Academic policies (academic integrity, plagiarism, ADA and AEC policies)

• Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

**Required Textbooks/Readings**


College Dictionary: *American Heritage* or *Merriam Webster*

**SJSU Campus Handbook: The Everyday Writer by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin’s online (http://bcsl.bedfordstmartins.com/everydaywriter5e/)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin’s online (http://www.bedfordstmartins.com/everydaywriter/lc)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: BFW.TechnicalSupport@macmillan.com

Online: http://www.macmillanhighered.com/techsupport

**Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: http://libguides.sjsu.edu/profile.php?uid=14949
Classroom Protocol  I expect you to come to class prepared: read the assignments before the date they are due; ask questions during class; and hand in work on time. Please raise your hand if you have a question. As a courtesy to me and the rest of the class, turn your cell phones and musical entertainment off. No text messaging during class. It is expected that you arrive on time, and if an emergency occurs that makes you late, enter the class quietly so as not to disturb the class. We all have different backgrounds and will respect each other in this class.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” Note: It is your responsibility to obtain the information you miss.

Assignments and Grading Policy

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

http://www.sjsu.edu/people/inga.silva/

The Grade Breakdown is based on points.

Grade Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>5 %</th>
<th>10%</th>
<th>20%</th>
<th>Final Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>200</td>
<td>946-1000</td>
</tr>
<tr>
<td>A-</td>
<td>95</td>
<td>47.5</td>
<td>95</td>
<td>190</td>
<td>901-945</td>
</tr>
<tr>
<td>B+</td>
<td>90</td>
<td>45</td>
<td>90</td>
<td>180</td>
<td>860-900</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
<td>42.5</td>
<td>85</td>
<td>170</td>
<td>850-859</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>40</td>
<td>80</td>
<td>160</td>
<td>800-849</td>
</tr>
<tr>
<td>C+</td>
<td>75</td>
<td>37.5</td>
<td>75</td>
<td>150</td>
<td>750-799</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>35</td>
<td>70</td>
<td>140</td>
<td>700-749</td>
</tr>
<tr>
<td>C-</td>
<td>65</td>
<td>32.5</td>
<td>65</td>
<td>130</td>
<td>650-699</td>
</tr>
<tr>
<td>D+</td>
<td>60</td>
<td>30</td>
<td>6.</td>
<td>120</td>
<td>600-649</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
<td>27.5</td>
<td>55</td>
<td>110</td>
<td>550-599</td>
</tr>
<tr>
<td>F</td>
<td>35</td>
<td>15</td>
<td>30</td>
<td>60</td>
<td>350-549 or didn’t complete all essays</td>
</tr>
</tbody>
</table>
Grade Breakdown for Assignments

<table>
<thead>
<tr>
<th>Essay</th>
<th>% of grade</th>
<th>Word Count</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1 Diagnostic</td>
<td>0% but required</td>
<td></td>
<td>0 points just required</td>
</tr>
<tr>
<td>Essay #2 Out of Class</td>
<td>5%</td>
<td>1500</td>
<td>50</td>
</tr>
<tr>
<td>Essay #3 In-Class</td>
<td>5%</td>
<td>750</td>
<td>50</td>
</tr>
<tr>
<td>Essay #4 In-Class</td>
<td>5%</td>
<td>750</td>
<td>100</td>
</tr>
<tr>
<td>Essay #5 Out-of-class</td>
<td>10%</td>
<td>1750</td>
<td>100</td>
</tr>
<tr>
<td>Essay #6 In-class</td>
<td>10%</td>
<td>750</td>
<td>100</td>
</tr>
<tr>
<td>Essay #7 Out of Class</td>
<td>10%</td>
<td>1750</td>
<td>100</td>
</tr>
<tr>
<td>Essay #8 Out of Class</td>
<td>10%</td>
<td>750</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>NA</td>
<td>200</td>
</tr>
<tr>
<td>Single Entry Annotated Bibliography</td>
<td>10%</td>
<td></td>
<td>100 (average of all assigned)</td>
</tr>
<tr>
<td>Peer Editing with draft <em>Mandatory or No Credit for Essay</em></td>
<td>4 essays</td>
<td>30</td>
<td>*Note: peer editing, quizzes, &amp; presentation are worth 15% of the grade.</td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
<td></td>
<td>100 (average of quizzes determines points)</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>100%</td>
<td>8000 words</td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Final grade break down individual essays

**Important Details**

1. You must write and complete every essay & annotated bibliography single entry assignments to pass the class because the essays & annotated bibliography assignments are based on the requirements to fulfill the objectives of the course. **You cannot pass this class without completion of every essay & bibliography entry assigned, and you will get an F for the grade regardless of other grades during the semester.** A late essay will be accepted; however, you will only get partial credit for it. The only exception is with a doctor’s note or a note from a coach because you were out of town on a school function. Essays handed in-class by a classmate will not be accepted.
2. Rough Drafts are mandatory to participate in peer editing. Peer editing is worth points. You do not get credit even if you edit the essay of another classmate if you do not bring in a draft of your own. Rough drafts should be typed and at least 4 pages. All final drafts of essays must be submitted with the rough draft. The rough draft goes on the bottom with the words ROUGH DRAFT written across the top. **A word count must be on the final draft submitted in class.**

5. The final draft should follow MLA guidelines, which are in *Everyday Writer.*

6. All out-of-class essays must be submitted to turnitin.com.

**Password: Elephant with a capital E**

7:30 Section 6 Class number is 7587520
9:00 Section 19 Class number is 7587524
12:00 Section 46 Class number is 7587526

7. All in-class essays should be written in a large exam book (purchased in bookstore) and black ink.

8. If you need help, I am available during office hours and by appointment. I am only in my office on Monday and Wednesday.

9. Quizzes: Some quizzes may change and not be announced or given on an exact date depending on the needs of the class. They cannot be made up. They are usually given the first 10 minutes of class. If you’re late, you miss the quiz.

10. Detailed Annotated Bibliography Entries will be explained in another class and are mandatory. They are dovetailed to the assignments.

**Student Technology Resources**

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

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

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every
semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

English 1B, Spring 2014, Course Schedule

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27/2014</td>
<td>Introduction to the Class</td>
</tr>
<tr>
<td></td>
<td>Monday</td>
<td>(Reminder: Bring a LARGE Exam Book and Dictionary to next class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“A Clean, Well-Lighted Place,” by Ernest Hemingway [SLO2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction into becoming a critical reader.</td>
</tr>
</tbody>
</table>

*The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/29/2014</td>
<td>Diagnostic Essay (Essay #1) [SLO 1]</td>
</tr>
<tr>
<td>2</td>
<td>2/3/2014</td>
<td>Topic: Free Speech Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Find and read articles from the NY Times that give information on Julian Assange, Chelsea Manning, and Edward Snowden. Also find a copy of the first amendment and bring all readings to class. [SLO 2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prewriting activity: Establishing context for position. [SLO 1]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Free Speech Essay #2 Assigned [SLO 4, 5 &amp; 6]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Annotated Bibliography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring articles to class and Everyday Writer Handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classical Argument print out from canvas [SLO 5]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Typing long and short quotations using MLA style see example in EW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>3</td>
<td>2/10/14</td>
<td>Bring Classical Argument Handout to Class &amp; Read EW: “Constructing Arguments,” pp. 161-78 [SLO 5]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basics of MLA style [SLO 5]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EW: “Quotation Marks,” sections 43a-g [SLO 1 &amp; 2]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“In-Text Citations,” pp. 374-380 [SLO 1]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annotated Bibliography Entry Due #1 typed [SLO 3]</td>
</tr>
<tr>
<td>3</td>
<td>2/12/2014</td>
<td>Peer Editing bring a complete rough draft of your essay to class. [SLO 1]</td>
</tr>
<tr>
<td>4</td>
<td>2/17/2014</td>
<td>Essay #2 Due [SLO 4, 5]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion of Chua’s ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read BR: “No Name Woman,” by Maxine Hong Kingston, pp. 23-26 [SLO 5]</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>2/19/2014</td>
<td><strong>Read BR: “No Name Woman,” by Maxine Hong Kingston, pp. 27-33 [SLO 5]</strong>&lt;br&gt;Outlining main ideas &amp; Quiz&lt;br&gt;<strong>Research Essay Assigned (Essay #5 Assigned)</strong>&lt;br&gt;<strong>Annotated Bibliography Entry #2 Due [SLO 2]</strong></td>
</tr>
<tr>
<td>5</td>
<td>2/24/2014</td>
<td>Introduction to Research [SLO 2]&lt;br&gt;Read <strong>EW:</strong> “Preparing for a Research Project,” chapter 15&lt;br&gt;Read <strong>BR:</strong> “Politics of Language,” pp. 128-30 &amp; “Lost in Time &amp; Words, A Child Begins Anew,” by Oscar Hijuelos, pp. 131-4 [SLO 4]&lt;br&gt;<strong>Quiz</strong>&lt;br&gt;<strong>Annotated Bibliography Entry #3 Due 3</strong></td>
</tr>
<tr>
<td>5</td>
<td>2/26/2014</td>
<td>Library Class [SLO 2]</td>
</tr>
<tr>
<td>6</td>
<td>3/3/2014</td>
<td><strong>In-Class Essay #3 [SLO 5]</strong>&lt;br&gt;<strong>Annotated Bibliography Entry Due #4</strong></td>
</tr>
<tr>
<td>6</td>
<td>3/5/2014</td>
<td>Read <strong>BR:</strong> “Mother Tongue,” by Amy Tan, pp. 134-9 &amp; “Persian English,” by Jasmin Darznik, pp. 140-43 [SLO 4]&lt;br&gt;<strong>Quiz &amp; Essay Topic Due [SLO 1]</strong>&lt;br&gt;<strong>Annotated Bibliography Entry Due #5</strong></td>
</tr>
<tr>
<td>7</td>
<td>3/12/2014</td>
<td>“The Human Cost of an Illiterate Society,” by Jonathan Kozol, pp. 163-167 [SLO 4 &amp; 5]&lt;br&gt;Evaluating Sources: Bring in a list of your sources to be evaluated. [SLO 2]&lt;br&gt;<strong>Annotated Bibliography Entry Due #7 &amp; #8 (two due)</strong>&lt;br&gt;<strong>Quiz</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Monday</td>
<td>Annotated Bibliography Entry Due # 9</td>
</tr>
<tr>
<td>8</td>
<td>3/19/2014</td>
<td>In-Class Essay #4 [SLO 5]</td>
</tr>
<tr>
<td>9</td>
<td>3/26/2014</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>9</td>
<td>3/28/2014</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>3/31/2014</td>
<td>Caesar Chavez Day</td>
</tr>
</tbody>
</table>
http://m.se.hccs.edu/Users/gloria.english/MyDocuments/The_Company_Man_Essay.pdf  
Research Essay Due (Essay #5) [SLO 2] |
| 11   | 4/9/2014   | Quiz  
Read EW: “Commas,” sections 39a-e [SLO 1] |
Quiz  
Read EW: “Commas,” sections 39e-j [SLO 1] |
<p>| 12   | 4/16/2014  | In-Class Essay 6 &amp; Assignment of Visual Image Essay #8                                                 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 13   | 4/21/2014    | **BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
|      | Monday       | Read **BR**: “Why Race Isn’t as ‘Black’ and ‘White’ as We Think,” by Brent Staples, pp. 325-7 & “Why Obama Should Not Have Checked ‘Black’ on His Census,” by Elizabeth Chang, pp. 330-331 [SLO 4]  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
Read **EW**: “End Punctuation,” sections 41a-c & Quiz  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
|      | Wednesday    | Major Revision Due Essay #7 & Essay #8 Assigned  
Read **BR**: “Letter from a Birmingham Jail,” by Martin Luther King, Jr., pp. 464-471 [SLO 4]  
Assignment of Group Projects  
Read **EW**: “Apostrophes,” sections 42a-c  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
Assignment of Group Projects  
Read **EW**: “Apostrophes,” sections 42a-c  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
|      | Monday       | Read **EW**: “‘Design’ pp. 34-36 & **BR**: “Reacting to Visual Texts,” pp. 8-10  
Read **BR**: “Letter from a Birmingham Jail,” pp. 471-478  
Time for Group Projects  
Quiz  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
| 15   | Monday       | Read **BR**: “The Library Card,” by Richard Wright, pp. 346-353  
Review for Final  
Time for Group Projects  
Review for Final Quiz  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
|      | 5/5/2014     | Essay Rough Draft due for Peer Editing Essay #8 [SLO 3]  
Final Quiz  
Mega Quiz worth double points  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
*The pages for **EW** may change for an electronic version, if so use the title for the section to find the area you need to read.*  
VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
| 15   | Wednesday    | Essay Rough Draft due for Peer Editing Essay #8 [SLO 3]  
Final Quiz  
Mega Quiz worth double points  
**BR** = *Blair Reader* & **EW** = *Everyday Writer*  
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VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
|      | 5/7/2014     | Essay Rough Draft due for Peer Editing Essay #8 [SLO 3]  
Final Quiz  
Mega Quiz worth double points  
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VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
|      | Saturday     | 10:00am – 12:00am, location TBD________  
Final Exam: Bring Yellow Book and Dictionary  
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VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |
| 16   | 5/12/2014    | Final Draft of Essay # 8 & Presentations [SLO 3]  
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VIP CLASS: Major Revision Class & Essay #7 Assigned  
Quiz  
Read **EW**: “Semicolons,” sections 40a-c [SLO 1]  
Annotated Bibliography Entry Due #10 |