

San Jose State University

Department of English and Comparative Literature
English 1A, First-Year Writing, Section 32 (CRN: 42116)
Fall 2020 (GE Area A2)

Instructor: Carlos Mujal y Leon

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Office Hours: By appointment; and T/Th (7:30 PM – 8:30 PM) – e-mail

Class Days/Time: T/Th. 6:00 PM - 7:15 PM

Classroom: Online

Prerequisites: Reflection on College Writing

GE Category: GE Area A2 Written Communication I

Satisfying EO 665: If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. English 1A is one of two courses that satisfy that requirement.

Course Description: English 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

English 1A GE Learning Outcomes (GELO) **(Student Learning Objectives for GE Area A2)**

Upon successful completion of this course, students will be able to

1. read actively and rhetorically
2. perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical feature of texts, such as purpose, audience, context and rhetorical appeals
4. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

Prerequisite: Completion of Reflection on College Writing

Satisfies GE Area A2: Written Communication I (with a grade of C- or better)

Required Texts/ Materials

1. Kirszner, Laurie & Mandell, Stephen, *Patterns for College Writing*

The instructor is offering this course section only through the “LaunchPad” online program, so students will need to purchase access to LaunchPad.

To purchase access to Launchpad and our course materials, please go to:

<http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

After you have registered in LaunchPad with your Access Card, do the Course Assignments listed in the LaunchPad web site as assigned for this course.

(See Assignment Schedule below.)

If there any problems signing up for LaunchPad, call the publisher’s HelpDesk (1-800-936-6899)

Library Liaison for English Courses

Ann Agee, Dr. Martin Luther King Jr. Library

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University policy S12-3 at

<http://www.sjsu.edu/senate/docs/S12-3.pdf>

Writing: Writing assignments shall give students repeated practice in pre- writing, organizing, writing, revising, and editing. Upon successful completion of this course, students will be able to complete the writings assignments

- The number of writing assignments and their careful sequencing are as important as the total number of words written. Nine essays totaling a minimum of 8000 words are required. Final revisions and drafts will consist of 4000 words. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments. However, it can include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not as simple “correcting” of mechanical errors noted on the original. Upon successful completion of this course, students will be able to complete these writings assignments with the proper word counts

- Upon successful completion of this course, students will be able to complete writing assignments. How the 8000-word minimum will be met is indicated in the syllabus.

- Students shall receive frequent evaluations from the instructor. In evaluating student writing, evaluative comments will comment on specific features of individual papers. Essays will be revised, and comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Reading Assignments: Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you'll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions. The required texts can be purchased at the website given above.

You will take online quizzes and participate in other classroom assignments related to the readings.

Writing assignments: There are nine required essays. **You must complete all nine essays to pass the course.** Please plan your schedule accordingly to avoid the due deadlines for any of the major nine essays. (Student Learning Objectives 2, 3, 4)

Essays (at least 900 total words) cannot be made up unless prior arrangements have been made with me (only emergency cases will be considered). A late assignment will **only** be accepted one week after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value.

All nine essays must be typed in 12-point font, double-spaced with one-inch margins, and must conform to MLA citation and formatting guidelines. You must also provide the rough draft and workshop notes along with your final essay, when applicable.

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course

The Final: The mandatory final exam will be due by December, 10, 2020 by 7:30 PM. The common essay final shall count 15 percent toward the course grade. Students must take the final exam in order to pass the course.

Grading:

Assignments

Essays 1 - 9 @ 5% = 45%. (LO 1, 2, 3, 4)

Online assignments (Launchpad) = 30% (LO 1, 2, 3, 4)

Workshop and participation. = 10%

Final exam = 15%

Assignments Descriptions:

[Connecting Student Learning Objectives, SLOs 1- 5 with Specific Assignments]

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Assignment #1: Reflective Essay (SLOs 2 – 5) - due September 10 (Week 4)

Assignment #2: Profile Essay (SLOs 2-5) - due September 17 (Week 5)

Assignment #3: Rhetorical Analysis Essay (SLOs 2-5) - due September 24
(Week 6)

Assignment #4: National Document Essay (SLOs 1-5) - due October 8
(Week 8)

Assignment #5: Analysis of a Visual Text (SLOs 1-5) - due October 22
(Week 10)

Assignment #6: Re-Write Essay (SLOs 1-5) - due October 29 (Week 11)

Assignment #7: Multimodal Essay (SLOs 1-5) - due November 17/19 (Week 14)

Assignment #8: Multimodal - National Document Essay (SLOs 1-5) -
due November 30 (Week 15)

Assignment #9: Mock Final Essay (SLOs 1-5) - due December 3 (Week 16)

Grading Policy: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well- organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

Note: Grades from A – F will be given; however, this class must be passed with a C- or higher. Please remember that a D+ is not acceptable for moving on to English 1B (English 2).

Academic Standards for Assessment:

The "A" essay (90 – 100 %) will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" (80 – 89%) essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some describable weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" (70 – 79%) essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate examples or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" (60 – 69%) essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment – too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate examples or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer's ability to communicate.

The "F" (0 – 59%) essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible, or it may demonstrate a failure to follow instructions.

With regard to assignments submitted late, any assignment that is not turned in on time will be given 1/2 credit only if it is submitted at the next class meeting after the original due date.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Add-drop deadlines can be found on the current academic calendar web page located below in this syllabus.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>

There is also information on the frosh English webpage:

http://www.sjsu.edu/english/frosh/program_policies/index.html

The following are some, but not all, of these policies:

1. SJSU Academic Integrity Policy

Presenting the ideas or writings of another as one's own and not giving credit to the author is plagiarism. Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy can be found at <http://www.sjsu.edu/english/comp/policy/index.html>

The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Any act of plagiarism will result in automatic failure on the assignment and sanctions by the University. Again, please read the "Policy on Academic Integrity" printed in the SJSU *Catalog*.

2. Campus Policy on Compliance with Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities that require special accommodations must be registered with the SJSU Disability Resource. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. Please contact the Disability Resource Center (Admin 110) at 408-924-6000 or 408-924-5990 TTY as soon as possible. The DRC website is <http://www/drc.sjsu.edu/>

English Class Schedule for Fall 2020

Please go to the following link to get to your online assignments in LaunchPad.

<http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

DISCLAIMER: The instructor reserves the right to revise the course requirements and schedule. If revisions are done, students will be notified by e-mail and/ or Zoom.

CALENDAR

Week One (August 20 - August 22)

l) LaunchPad:

For Weekly Class Assignments, you must go LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on the online platform LaunchPad is due on the website by August 24. Among the online readings and associated quizzes on LaunchPad are the following:

- Diagnostics
- Ch. 1, "Reading to Write: Becoming a Critical Reader"
(Selected excerpts)
- Ch 2, "Invention"
(Selected excerpts)

Week Two (August 25 - August 27)

l) LaunchPad:

For weekly class assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by August 31.

Among the online readings and associated quizzes on LaunchPad are the following:

- Tiffany Forte, “My Field of Dreams” (Chapter 6)
- Junot Diaz “The Money” (Chapter 6)
- Ocean Vuong “Surrendering” (Chapter 6)

- Ch 6, "Narration"
(Selected excerpts)

2) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #1 (Narrative Essay) and provide a guideline sheet.

(SLOs 2-5)

Week Three (September 1 - September 3)

1) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week’s work on LaunchPad is due on the website by September 7.
Among the online readings and associated quizzes on LaunchPad are the following:

- Bonnie Smith-Yackel, “My Mother Never Worked” (Chapter 6)
- Martin Gansberg, “Thirty-Eight Who Saw Murder Didn’t Call the Police” (Chapter 6)
- George Orwell, “Shooting an Elephant” (Chapter 6)
- Sherman Alexie, “Indian Education” (Chapter 6)

2) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #2 (Profile Essay) and provide a guideline sheet.

(SLOs 1-5)

Week Four (September 8 - September 10)

1) DUE: Assignment #1 (Narrative Essay) due by e-mail to me:

September 10 by 11:59 PM

(SLOs 2-5)

2) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by September 14.
Among the online readings and associated quizzes on LaunchPad are the following:

- Kristy Bredin, "Job Application Letter" (Chapter 8)
- Grace Ku, "Midnight" (Chapter 8)
- "Four Tattoos" and other visual texts (Chapter 8)
- Zeynep Tufekci, "Why the Post Office Makes America Great" (Chapter 8)
- Judith Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" (Chapter 8)
- Brent Staples, "Just Walk on By: A Black Man Ponders His Power to Alter Public Space" (Chapter 8)
- Deborah Rhode, "Why Looks Are the Last Bastion of Discrimination" (Chapter 8)
- Jamaica Kinkaid, "Girl" (Chapter 8)
- Maia Szalavitz, "Ten Ways We Get the Odds Wrong" (Chapter 8)
- William Shakespeare, "Shall I Compare Thee..." (Chapter 8)

3) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #3 (Rhetorical Analysis Essay) and provide a guideline sheet. (SLOs 1-5)

Week Five: (September 15 - September 17)

1) DUE: Assignment #2 (Narrative Essay) due by e-mail to me:

September 17 by 11:59 PM

(SLOs 2-5)

2) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by September 22.
Among the online readings and associated quizzes on LaunchPad are the following:

- Heather Rogers, “The Hidden Life of Garbage” (Chapter 7)
- Kate Chopin, “The Storm” (Chapter 7)
- E.B. White, “Once More to the Lake” (Chapter 7)
- Bich Minh Nguyen, “Goodbye to My Twinkie Days” (Chapter 7)
- Mallory Cogan, “My Grandfather’s Globe” (Chapter 7)
- Mary Lim, “The Valley of Windmills” (Chapter 7)
- Visual Text - Ansel Adams, “Jackson Lake” (Chapter7)
- Suzanne Berne, “Ground Zero” (Chapter7)

3) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #4 (National Document Essay) and provide a guideline sheet. (SLOs 1-5)

Week Six: (September 22 - September 24)

1) DUE: Assignment #3 (Rhetorical Analysis Essay) due by e-mail to me: September 24 by 11:59 PM
(SLOs 2-5)

2) LaunchPad

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week’s work on LaunchPad is due on the website by September 28.
Among the online readings and associated quizzes on LaunchPad are the following:

- Auguste Rodin, “The Kiss” (Chapter 11)
- Robert Indiana, “Love” (Chapter 11)
- Juan Williams, “Songs of Summer of 1963...and 2013” (Chapter 11)
- Ellen Laird, “I’m Your Teacher, Not Your Internet-Service Provider” (Chapter 11)
- Deborah Tannen, “Sex, Lies, and Conversation” (Chapter 11)
- Bruce Catton, “Grant and Lee, A Study in Contrasts” (Chapter 11)
- Isabel Wilkerson, “Emmett Till and Tamir Rice (Chapter 11)

- Amy Chua, “Why Chinese Mothers Are Superior” (Chapter 11)
- Mark Cotharn, “Brains versus Brawn” (Chapter 11)
- Maria Tecson, “A Comparison of Two Web Sites” (Chapter 11)

- Ch. 4, “Drafting and Revising”

Week Seven: (September 29 - October 1)

1) WORKSHOP (October 1)

Rough Draft Assignment #4 – National Document Essay (SLOs 1-5)

2) LaunchPad

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week’s work on LaunchPad is due on the website by October 5.

Among the online readings and associated quizzes on LaunchPad are the following:

- Marta Ramos, “Just Say No” (Chapter 14)
- Thomas Jefferson, “The Declaration of Independence” (Chapter 14)
- Martin Luther King, Jr., “Letter from Birmingham” (Chapter 14)

- Debate: “Should Public College Be Free?” (Chapter 14)
- Debate: “Does It Pay to Study Humanities?” (Chapter 14)
- Debate: “Do Guns Have A Place on College Campuses?” (Chapter 14)

Week Eight: (October 6 - October 8)

1) DUE: Assignment #4 (Rhetorical Analysis Essay) due by e-mail to me: October 8 by 11:59 PM
(SLOs 2-5)

2) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week’s work on LaunchPad is due on the website by October 12.

Among the online readings and associated quizzes on LaunchPad are the following:

- Evelyn Pellicane, “The Irish Famine” (Chapter 10)
- Jeffrey Coolidge, “Rube Goldberg Machine” (Chapter 10)
- Maggie Koerth-Baker, “Why Rational People Buy into Conspiracy Theories” (Chapter 10)
- Janice Miriktani, “Suicide Note (Poetry)” (Chapter 10)
- Simon Cottee, “What Motivates Terrorist Groups” (Chapter 10)

- Ch. 10, “Cause and Effect”
- Linda Hasselstrom, “A Peaceful Woman Explains....” (Chapter 10)
- Karen Pensieri, “Photos That Changed History” (Chapter 10)

Film & Written Analysis: “Reluctant Revolutionaries”

3) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #5 (Film Critique Essay) and provide a guideline sheet. (SLOs1-5)

Week Nine: (October 13 - October 15)

1) FILM

2) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #6 (Re-Write Essay) and provide a guideline sheet. (SLOs 2-5)

Week Ten: (October 20 - 22)

1) DUE: Assignment #5 (Film Critique Essay) due by e-mail to me:

October 22 by 11:59 PM
(SLOs 2-5)

2) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by October 26.

Among the online readings and associated quizzes on LaunchPad are the following:

- Olga Khazan, "Three Types of Happiness" (Chapter 12)
- Henry Reed, "Naming of Parts" (Chapter 12)

- Josie Martinez, "What I Learned (and Didn't Learn) in College" (Chapter 12)

- Amy Tan, "Mother Tongue" (Chapter 12)
- Stephanie Ericsson, "The Ways We Lie" (Chapter 12)

Week Eleven: (October 27 - October 29)

**1) DUE: Assignment #6 (Re-Write Essay) due by e-mail to me:
October 29 by 11:59 PM**
(SLOs 2-5)

2) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by November 2.

Among the online readings and associated quizzes on LaunchPad are the following:

- Eric McGlade, "The Search" (Chapter 9)
- Melany Hunt, "Medium Ash Brown" (Chapter 9)
- Stanley Fish, "Getting Coffee Is Hard to Do" (Chapter 9)
- Naomi Rosenberg, "How to Tell a Mother Her Child Is Dead" (Chapter 9)
- Joshua Piven and David Borgenicht, "How to Build a Monster From Spare Parts" (Chapter 9)
- Shirley Jackson, "The Lottery" (Chapter 9)
- Arthur Miller, "Get It Right" (Chapter 9)
- Jessica Mitford, "The Embalming of Mr. Jones" (Chapter 9)
- Visual Text - National Geographic "Yosemite Fires" (Chapter 9)

Week Twelve: (November 3 - November 5)

1) Launchpad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by November 9.
Among the online readings and associated quizzes on LaunchPad are the following:

- Amy Wilentz, "A Zombie is a Slave Forever" (Chapter 13)
- Ajoy Mahtab, "The Untouchable" (Chapter 13)
- Brady, "I Want a Wife" (Chapter 13)
- Jose Burciaga, "Tortillas" (Chapter 13)
- Richard Posner, "On Plagiarism" (Chapter 13)
- Emily Dickinson, "Hope Is the Thing" (Chapter 13)

2) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #7 (Multimodal Presentation Essay) and provide a guideline sheet. (SLOs 2-5)

Week Thirteen (November 10 - November 12)

1) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to <http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by November 16.
Among the online readings and associated quizzes on LaunchPad are the following:

- David Kirby, "Inked Well" (Chapter 15)
- Jonathan Swift, "A Modest Proposal" (Chapter 15)

- Michael Truong, "The Park" (Chapter 15)
 - Donald Kagan, "On Patriotism" (Chapter 15)
 - Lars Eighner, "On Dumpster Diving" (Chapter 15)
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Week Fourteen (November 17 - November 19)

**1) DUE: Assignment #7 (Multimodal Presentation Essay) due by e-mail to me:
November 17 and November 19
(SLOs 2-5)**

Multimodal Project Presentation (SLOs 1-5)

Multimodal Project Presentation (SLOs 1-5)

2) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #8 (Multimodal - National Document Essay) and provide a guideline sheet. (SLOs 2-5)

Week Fifteen: (November 24 - November 26)

**1) DUE: Assignment #8 (Multimodal - National Document Essay) due by e-mail to me:
November 30 (Monday) by 11:59 PM
(SLOs 2-5)**

2) LaunchPad:

For Weekly Class Assignments, you must go into LaunchPad by going to
<http://www.macmillanhighered.com/launchpad/patterns14e/14019675>

This week's work on LaunchPad is due on the website by November 30.
Among the online readings and associated quizzes on LaunchPad are the following:

- Ch 16, "
- Ch 17, "
- Ch 18 "

Holiday (Thanksgiving) – November 26 (Thursday)

3) E-Mail and/or Zoom:

By e-mail and/or zoom, I will assign Essay #9 (Mock Final Essay) and provide a guideline sheet. (SLOs 2-5)

Week Sixteen: (December 1 - December 3)

**1) DUE: Assignment #9 (Mock Final Essay) due by e-mail to me:
December 3 (Thursday) by 11:59 PM
(SLOs 2-5)**

2) Review of Grades

Last Day of Instruction at SJSU - December 7 (Monday)

Final Exam (SLOs 1 – 5)

Due by e-mail to me: December 10 (Thursday) by 7:30 PM

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Assignments Descriptions:

[Connecting Student Learning Objectives, SLOs 1- 5 with Specific Assignments]

[Connecting Student Learning Objectives, SLOs 1- 5 with Specific Assignments]

Assignment #1: Reflective Essay (SLOs 2 – 5) - due September 10 (Week 4)

Assignment #2: Profile Essay (SLOs 2-5) - due September 17 (Week 5)

Assignment #3: Rhetorical Analysis Essay (SLOs 2-5) - due September 24 (Week 6)

Assignment #4: National Document Essay (SLOs 1-5) - due October 8 (Week 8)

Assignment #5: Analysis of a Visual Text (SLOs 1-5) - due October 22 (Week 10)

Assignment #6: Re-Write Essay (SLOs 1-5) - due October 29 (Week 11)

Assignment #7: Multimodal Essay (SLOs 1-5) - due November 17/19 (Week 14)

Assignment #8: Multimodal - National Document Essay (SLOs 1-5) - due November 30 (Week 15)

Assignment #9: Mock Final Essay (SLOs 1-5) - due December 3 (Week 16)

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SJSU ACADEMIC CALENDAR: FALL 2020

Wednesday..... August 19..... First Day of Instruction – Classes Begin

Monday August 31Last Day to Drop Courses without an Entry on Student's Permanent Record (**D**)

MondaySeptember 7 Labor Day - Campus Closed (L)

Tuesday September 8 Last Day to Add Courses & Register Late (**A**)

Wednesday.....September 16Enrollment Census Date (**CD**)

Wednesday November 11 Veteran’s Day (Observed) - Campus Closed (V)

Wednesday November 25 Non-Instructional Day – (NI)

