**San Jose State University: Spring 2010**

**Department of English and Comparative Literature**

**English 1B: Freshman Composition**

**“On Second Thought…”**

Instructor: Josh Cembellin Section 23: MW 10:30-11:45 a.m.

Office: Faculty Office (FO) 226 Classroom: Sweeney Hall 413

Phone: (408) 924-1382 (office) Office Hours: M 9:00-10:00 a.m. and by appointment

Email: Josh.Cembellin@gmail.com

**Course Overview**

Welcome to our English 1B community. You can read about the general guidelines for English 1B below, but for now let’s take a look specifically at our class. The theme of our class is, “On second thought…” Using our course textbook *Rereading America*, this semester we will take a closer look at some of the various myths that surround American culture. By practicing how to challenge, rethink, and question these myths, we will sharpen our critical thinking skills while also building on our writing skills. Because many of these topics are very close to our lives, such as gender, family, race, and heritage, it is extremely important that we respect each other as individuals and be conscious of how we respond to each other’s ideas. In other words, our discussions should always focus on each other’s ideas, not each other.

Writing isn’t an easy process, which is why it’s important for each of us to be supportive of one another. Through peer workshops, class discussions, and group activities, we will share ideas and offer constructive criticism to ensure that we all grow as readers and writers, thinkers and individuals. My goal is to equip you with the necessary tools to help you achieve all of your goals—academic and professional—once you leave my class. I look forward to an exciting semester with you.

**Required Texts and Materials:**

* Behrens, Laurence, and Leonard J. Rosen. *A Sequence For Academic Writing*. 4th ed. New

York: Pearson, 2010. Print. ISBN-10: 0-205-67437-2

* Colombo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for*

*Critical Thinking and Writing*. 8th ed. New York: Bedford/St. Martin’s, 2010. Print.

ISBN-10: 0-312-54854-0

* Lunsford, Andrea A. *The Everyday Writer*. 4th ed. New York: Bedford/St. Martin’s,

2009. Print. ISBN: 978-0-312-59457-2

\*You will also need a **writing journal** and a college level dictionary for this course. Additionally, I encourage you to keep a separate notebook for class notes and a folder to keep all assignments.

**English 1B Course Guidelines**

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 1A or approved equivalent.

**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:

1. Clear and effective communication of meaning.
2. An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
3. An appropriate voice that demonstrates an awareness of audience and purpose.
4. Careful attention to review and revision.
5. Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
6. Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
7. Effective organization and development of ideas at paragraph and essay levels.
8. Appropriate and effective sentence structure and diction.
9. Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

**General Education, Area C3 Student Learning Outcomes**

# 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.

**Course Content**

**Writing:** Assignments shall emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments shall give students repeated practice in prewriting, organizing, writing, revising, and editing. Six to eight essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required; at least one of these essays shall be informed by research. This minimum requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments. However, it can include the diagnostic essay and assignments that require major revisions to a previously graded or reviewed draft. A major revision is defined as a rethinking or reworking of an assignment and not a simple “correcting” of mechanical errors noted on the original. At least three (but no more than four) essays shall be written in class. How the 8000-word minimum will be met and distributed must be clearly indicated on greensheets.

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note problems and suggest ways to improve.

**Reading:** Reading shall include useful models of writing for academic, general, and specific audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading shall be devoted to analytical, critical, and argumentative essays. Other types of texts, including poetry, drama, and fiction, may also be assigned, but shall not constitute more than the equivalent of four class sessions for classes that meet two days a week and two class sessions for classes that meet once a week. Instructors shall help students develop and refine strategies for reading challenging, college-level material.

**Research:** English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays in which library research informs the student’s position or thesis is required. As part of this requirement, at least one class session of English 1B shall be led by a university librarian.

**Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

**Tutoring:** San Jose State University provides students with free tutoring at the Learning Assistance Resource Center (LARC) and at the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use these services; it is a common myth that these services are for "dumb" students, but no published author made it without another pair of eyes on her/his work.

LARC is located under the 10th Street parking garage in SSC 600. (408) 924-2587

The Writing Center is located on the first floor of Clark Hall in Room 126. (408) 924-2308. You can schedule an appointment here: http://www.sjsu.edu/writingcenter/tutoring/requestforappointment/index.htm

**Course Materials**: A dictionary, a rhetoric (or rhetoric/reader), and a handbook are appropriate materials to require of students.

**The University Essay Final Exam:** A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

**Grading:** A – F.

**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. Grades issued will represent a full range of student performance and will adhere to the following SJSU* ***academic standards of assessment****:*

* The “**A**” essay 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 construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
* The “**B**” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses 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**” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience 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**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
* The “**F**” 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.

The Department of English reaffirms its commitment to the differential grading scale as defined in the 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.

**Late Work**

I do not accept late homework, nor do I accept hand-written homework or homework via email unless previously discussed with me. All homework assignments are clearly stated on the syllabus and must be typed. Also, student presentations cannot be made up. Please keep track of your presentation date.

Late essays (both in-class and out-of-class) will lose a full letter grade for each calendar day that passes after the due date. Out-of-class essays are due **at the beginning of class** on the day they are due, including rough drafts. If late, final drafts should be dropped off at the department office and given a timestamp. Email submissions will not be accepted without prior OK from me. Computer/printer malfunction is not an acceptable excuse for late papers or email submissions. Please keep track of ink and paper levels, and back up all writing progress. If you miss an in-class essay, you are required to make it up during my office hours or by appointment. It is your responsibility to arrange this with me. All assignments are clearly marked on the class schedule. \*If you miss a peer workshop and rough draft day, you will lose a full letter grade on your final draft.

**Attendance Policy**

Because SJSU has no formal attendance policy, attendance will not count toward your course grade. However, please remember that participation counts for 15% of your course grade. You cannot participate if you are not in class or if you come to class late or unprepared. Coming to class prepared means arriving on time, bringing your textbooks, having read and completed the homework assignment(s) for that day, and contributing to class discussions.

**University Policies**

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) **.** Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Academic Integrity**

Your own commitment to learning, as evidenced by your enrollment at San Jose 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 on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.htm>. 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. All instances of violating the Academic Integrity Policy will be reported to the Dean of Student Services.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources (Optional)**

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 (Optional)**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional

instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Website: <http://www.sjsu.edu/writingcenter>.

**Learning Assistance Resource Center (Optional)**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation, and basic skills development. The LARC website is located at: <http://www.sjsu.edu/larc/>.

**Peer Mentor Center (Optional)**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at: <http://www.sjsu.edu/muse/peermentor/>.

**Our Class**

Classroom Environment: Please respect your fellow classmates and me to make our classroom environment a positive and comfortable atmosphere. In addition to using appropriate language and classroom behavior, **please turn cell phones off or put them on silent during class**. I also will not allow the use of iPods, MP3 players, or laptops unless I approve them for class activities. Electronic devices will only be allowed with notice from the Disability Resource Center.

Written Work: Some of the work you write in this class will come from your personal experiences, which you may or may not feel comfortable sharing. Please keep in mind that I am not the only reader of your essays, as your peers will also read and critique your work. If you do not feel comfortable sharing certain stories and/or experiences, please do not write about them for your essays.

Turnitin.com: All out-of-class essays must be submitted to [www.turnitin.com](http://www.turnitin.com), an online plagiarism detection service, in addition to the paper copy being handed in to me by the writer at the beginning of the class period for which they are due. Instructions for this service will be given prior to the first essay’s due date. Students will not receive a grade until the essay is submitted to the website. My late policy applies to submissions to [www.turnitin.com](http://www.turnitin.com).

Your Participation: I want to emphasize that what you get out of this class will depend on what you put into it. If you do not come to class prepared or on time, or if you plan to use your phone during class, please do not come. You will not earn participation points for simply being present, so if you choose to attend class, you should be prepared to participate.

**Assignments**

**Readings, Quizzes, Journals, and Short Exercises:** Readings are to be read **before**class the date they appear on the syllabus. You are expected to come to class ready to participate in discussion—be sure you’ve taken some notes so that you have something ready to contribute. Every class session will include a journal free-write or prompt, and you must have your journal for this.

**Essays:** This semester, you will write 6 essays. Three of these will be completed in class and three will be completed outside of class. All essays are required to pass this course. Essays will be graded based on the Departmental Grading Policy described on this syllabus. Please read my comments as they are designed to help you improve on your next essay. Also, students should consult the course calendar for the appropriate due dates.

Out-of-class essays must follow formal MLA formatting and citation guidelines. This includes, but is not limited to: typed in 12-point font, double-spaced, 1-inch margins, stapled pages, a heading, a title, and page numbers. Emailed essays are not accepted without a prior OK with me.

For in-class essays, you will need a **large** blue book or yellow exam booklet, black or blue pens, and a non-electronic dictionary.

**Participation:** Each student is required to come to class prepared to discuss the reading, workshop classmates’ papers, and complete in-class activities. You cannot participate if you are not in class, or if you are routinely late or unprepared. The following tasks will be included in the participation portion of your final grade:

* Student presentations
* Daily homework assignments
* Contributions to class discussions
* Classroom behavior
* Journals
* Pop-quizzes
* Grammar exercises
* Group work
* Peer-workshop feedback

**Student Presentations:** Each student is required to lead a brief discussion on the homework at least once during the semester. These presentations should be thoughtful, creative, and engaging to the class. Lead us through your findings, point us to important passages, ask questions, get us writing, etc. Because discussions are collaborative, don’t be afraid to get your classmates involved. Presentations will be graded on a 20-point scale.

**Journals:** During this semester, we will spend some class time each day writing in a journal. You are expected to have your journal with you each class period. I will collect your journal twice during the semester, as marked on the syllabus. Each journal submission is worth one point, which will cumulatively count toward your participation grade.

**Workshops:** Writing workshops will be held in class prior to essay due dates. All workshops will be structured group exercises. Outlines, incomplete, and/or handwritten essays are not acceptable rough drafts. **Rough drafts must be completed drafts**.Peer-edited rough drafts must be turned in with the completed final draft on the due date, along with any handouts. A missed workshop and/or no rough draft on a workshop day will result in a full letter grade penalty on the final draft.

**Conferences:** Each student will be required to meet with me for a brief conference at least once during the semester for an essay TBD. Your essay will not be accepted without meeting with me beforehand. Of course, all students are encouraged to meet with me as often as needed, either during office hours or by appointment.

**Final Exam: THE FINAL EXAM IS MANDATORY**. You must complete the final exam in order to pass this course. The exam for this semester is scheduled for **Saturday, May 14, 2011, at 10:00 a.m.** The location is to be determined and will be provided during the semester. Bring two yellow exam booklets, blue and/or black pens, and a non-electronic dictionary. Please arrive early.

**Grade Distribution:**

|  |  |
| --- | --- |
| 15% | Participation |
| 20% | In-Class Essays   1. Diagnostic-0% b. Explanatory Synthesis-10% c. Mock Final-10% |
| 45% | Out-of-Class Essays   1. Critique-10% b. Argument Synthesis-10% c. Research Proposal-5% d. Research-20% |
| 20% | Final Exam |

In-Class Essays

Diagnostic 500 words (required but not graded)

Explanatory Synthesis 1000 words (100 points)

Mock Final 1000 words (100 points)

Out-of-Class Essays

Critique 1250 words (100 points)

Argument Synthesis 1250 words (100 points)

Research Proposal 500 words (100 points)

Research 2500 words (100 points)

**Course Grades:** Course grades will be determined based on the following percentages:

100-93 = A 76-73 = C

92-90 = A- 72-70 = C-

89-87 = B+ 69-67 = D+

86-83 = B 66-63 = D

82-80 = B- 62-60 = D-

79-77 = C+ 59 and below = F

**Fall 2010 Schedule**

**Please Note: I may change this schedule, with notice, based on class needs and progress.**

**KEY**

**RRA=** *Rereading America*

**SAW**= *A Sequence for Academic Writing*

|  |  |  |
| --- | --- | --- |
| Date | Homework due on this date | In-class activities |
| W 1/26 | None | Take role, student info cards  Course/text introduction  Main points on syllabus  Writing activity |
| M 1/31 | Reading: RRA “Harmony at Home: The Myth of the Modal Family” pp. 17 – 21    RRA “Looking for Work” by Gary Soto, pp. 26 – 31    SAW “Summary, Paraphrase, and Quotation” pp. 3 – 23  Writing: Answer questions 1 – 5 p. 31 of RRA | Discuss reading  Summary exercise  Presentation handout |
| W 2/2 | Reading: SAW “Summarizing a Narrative or Personal Essay” pp. 24 – 30  RRA “An Indian Story” by Roger Jack, pp. 52 – 61  Writing: Summarize “An Indian Story” (typed) in one paragraph, and answer question 6 on p. 31 of RRA | **In-Class Essay: Diagnostic**  Student presentation sign-up sheet |
| M 2/7 | Reading: RRA “The Color of Family Ties: Race Class, Gender, and Extended Family Involvement” by Naomi Gerstel and Natalia Sarkisian, pp. 61 – 70    Writing: Answer questions 1 – 4 p. 69 of RRA | Student presentation on Gerstel and Sarkisian  SAW exercises  **Assign Critique Essay** (SLO 1-3, 5) |
| W 2/9 | Reading: SAW “Critical Reading and Critique” pp. 58 – 73 | Discuss critique  “Aunt Ida Pieces a Quilt”  Norman Rockwell paintings |
| M 2/14 | Reading: RRA “What We Really Miss About the 1950s” by Stephanie Coontz, pp. 32 – 48  SAW “Critique” pp. 73 – 86  Writing: Answer questions 1 – 4 p. 48 of RRA | Student presentation on Coontz  Writing techniques/SAW  Visual portfolio |
| W 2/16 | Reading: RRA “Proposition 8: The California Marriage Protection Act” p. 79  RRA “8 Is Not Hate: The Meaning of a Proposition” by Jennifer Roback Morse, pp. 81 – 84  RRA “Prop 8 Hurt My Family—Ask Me How” pp. 84 – 89 | Student presentations Prop 8, Morse, and Marriage Equality USA  Peer workshop guidelines and expectations  SAW / *The* *Everyday Writer* |
| M 2/21 | Reading: SAW “Paraphrase,” “Quotation,” and “Avoiding Plagiarism pp. 40 – 55  Writing: **Complete rough draft of critique essay and bring 2 copies to class for workshop** | **Critique Essay Rough Draft Due**  Peer workshop critique essay rough draft |
| W 2/23 | Reading: RRA “What Is Marriage?” by Evan Wolfson, pp. 89 – 101  Writing: Answer question 10 on p. 102 of RRA | Student presentation on Wolfson  Quotes and citations |
| M 2/28 | Reading: RRA “Learning Power: The Myth of Education and Empowerment” pp. 109 – 115  Writing: **Complete critique essay final draft. Submit to turnitin.com and bring a hard copy to class, along with all rough draft materials** | **Critique Essay Final Draft Due**  Writing activity  Visual portfolio |
| W 3/2 | Reading: RRA “Against School” by John Taylor Gatto, pp. 148 – 157  SAW “Explanatory Synthesis” pp. 87 – 95  Writing: Answer questions 1 – 4 p. 156 of RRA | Student presentation on Gatto  Introduce Explanatory Synthesis Essay  SAW “The Explanatory Synthesis” pp. 95 – 110 |
| M 3/7 | Reading: RRA “Idiot Nation” by Michael Moore, pp. 128 – 145  Writing: Answer questions 1 – 6 p. 145 of RRA | Student presentation on Moore  **Assign Argument Synthesis Essay** (SLO 1-5)  “Para Teresa” p. 207 |
| W 3/9 | Reading: RRA “The Achievement of Desire” by Richard Rodriguez, pp. 194 – 206  Writing: Read actively and mark the text. You may want to take some notes… | Student presentation on Rodriguez  Preview in-class essay |
| M 3/14 | Reading: RRA “I Just Wanna Be Average” by Mike Rose, pp. 157 – 169  SAW pp. 111 – 122  Writing: Answer questions 1 – 4 p. 168 of RRA | **In-Class Essay: Explanatory Synthesis** (SLO 1, 4, 6) |
| W 3/16 | Reading: RRA “Learning to Read” by Malcolm X, pp. 210 – 218  Writing: Answer questions 5 and 7 RRA p. 218 | Student presentation on Malcolm X  SAW “Argument Synthesis” pp. 134 – 142  **Journal Due, submission 1** |
| M 3/21 | Reading: RRA “In the Basement of the Ivory Tower” by ‘Professor X’, pp. 238 – 249  SAW: 143 – 156 (summarize each source in a few sentences) | Student presentation on ‘Professor X’  SAW pp. 156 – 161  (Possible library day) |
| W 3/23 | Writing: **Complete rough draft of argument synthesis essay** **and bring 2 hard copies to class for peer workshop** | **Argument Synthesis Essay Rough Draft Due**  Peer workshop argument synthesis essays |
| **\*M 3/28 – F 4/1** | **Spring Break! No Class on 3/28 or 3/30**  Reading: RRA “True Women and Real Men: Myths of Gender” pp. 515 – 519  SAW pp. 161 – 174: Model Synthesis  SAW pp. 174 – 187: Development and organization | **No classes** |
| M 4/4 | Writing: **Complete argument synthesis essay final draft. Submit to turnitin.com and bring a hard copy to class, along with all rough draft materials.** | **Argument Synthesis Essay Final Draft Due**  Discuss reading  Visual portfolio  **Assign Research Essay** (SLO 1 – 6) |
| W 4/6 | Reading: SAW “Writing as a Process” pp. 225 – 233” | Library Visit |
| M 4/11 | Reading: RRA “‘Two Ways a Woman Can Get Hurt’: Advertising and Violence” by Jean Kilbourne, pp. 575 – 601    Writing: Answer questions 1 – 4 p. 600 of RRA | Student presentation on Kilbourne  **Assign Research Proposal** |
| W 4/13 | Reading: RRA “From Fly Girls to Bitches and Hos” by Joan Morgan, pp. 601 – 608  Writing: Answer question 6 p. 607 of RRA  Work on Research Proposal | Student presentation on Morgan  SAW 234 – TBD |
| M 4/18 | Reading: RRA “The Descent of Men” by Dan Kindlon, pp. 618 – 629  Writing: **Complete Research Proposal** | **Research Proposal Due**  Student presentation on Kindlon  Visual portfolio  “Girl” |
| W 4/20 | Reading: RRA “The Story of My Body” by Judith Ortiz Cofer, pp. 537 – 546  Writing: | Student presentation on Cofer |
| M 4/25 | Reading: RRA “Becoming Members of Society: Learning the Social Meanings of Gender” by Aaron H. Devor, pp. 527 – 536 | Student presentation on Devor |
| W 4/27 | Reading: RRA “‘Bros Before Hos’: The Guy Code” by Michael Kimmel, pp. 608 – 617  Writing: Answer questions 1 – 4 p. 617 | Student presentation on Kimmel  **Annotated Bibliography Due** |
| M 5/2 | Reading: SAW 255 – 260 | Student presentation on Morgan  Works cited workshop  Final exam strategies  **Journal Due, submission 2** |
| W 5/4 | Reading: *The Everyday Writer* pp. 237 – 251 | **In-Class Essay: Mock Final** (SLO 1-5) |
| M 5/9 | Reading: *The Everyday Writer* pp. 252 – 257 | Peer workshop research essays  Final Exam strategies |
| W 5/11 | Work on research essays | Work on research essays |
| **Sat. 5/14** | **Final Exam 10:00 a.m. – 12:00 p.m.**  **Location TBD** |  |
| M 5/16 | Writing: **Complete research essay final draft. Submit to turnitin.com and bring hardy copy to class, along with all rough draft materials** | **Research Essay Final Draft Due**  Recap and reflect: on second thought… |

**Have a great summer break!**