

San Jose State University
 Welcome to English 1B
 Fall 2011

“The only way out is through.” --Zen saying

“If one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours.”

—Henry David Thoreau

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Email:	Inga.silva@sjsu.edu
Office Hours:	MW 10:25-1155 & by Appointment
Classroom:	Section 2 BBC 124 7:30-8:45 Section 8 BBC 205 9:00-10:15 Section 25 SH 444 1200-1:15
Textbooks & Required Materials:	Chopin, Kate. <i>The Awakening</i> . New York: Dover P., 1993 (or a later edition). Print. Kirszner, Laurie G. & Stephen R. Mandell. <i>The Blair Reader</i> . 7 th ed. Boston: Prentice Hall, 2011. Print. Lundsford, Andrea A. <i>The Everyday Writer</i> . 4 th ed. Boston: Bedford/St. Martin's P, 2010. Print. Wood, Nancy V. <i>The Essentials of Argument</i> . 3 rd ed. Boston: Prentice Hall, 2011. Print. <i>The American Heritage or Merriam Webster Dictionary</i> . You will also need the following: a folder for all essays and written work, a pen that writes with black ink, a back up or jump drive for all essays and written work. Also 3 large exam books.

English 1B Course Description: English 1 B 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.

Prerequisite: Passage of Written Communication 1A (C or better) or approved equivalent.
 A-F grading

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.

Writing: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. One of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

Essays: Essays must be handed in during class and on the date they are due, and they must meet the word requirement. If an essay does not meet the word requirement, it will earn an “F” grade or less and failure of the class. Also, they must be typed on white paper, with 12 font, and be typed according to MLA style. Word count can be found by using tools on Microsoft word. When you hand in your final essay, you must hand in the final draft on top, the edited rough drafts (write rough draft on it), and the peer-editing sheet. You do get credit for peer editing. Word count should be typed below the last line of writing. *A student is expected to complete every in-class-essay given and every out-of-class essay assigned in order to pass this course. Any student who does not complete all essays and meet the word count will automatically fail the class. I do not take any emailed work. You must submit a hard copy and a copy to turnitin.com of all your out-of-class essays. In-class essays must be written in black or blue ink in a large exam book.*

Reading: The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

Research: English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

The University Essay Final Exam: A common essay final, graded holistically, will count as 20 percent of your course grade. You must take the final exam in order to pass the course. 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. The final exam is on a Saturday as indicated on the assignment list. **[Saturday, December 3, 2011 @10:00am, Location TBA]**

Grading: A-F.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Grading Policy: English 1B: Grading A-F.

University Policies

Academic integrity:

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Plagiarism & Cheating: Plagiarism is using someone else's work as your own without giving proper credit to the author. An act of plagiarism may mean failure of this course and could lead to dismissal from the university. All papers must be original and be written for this class. No recycled papers. If you have any questions read the chapter in *The Everyday Writer* or *The Essentials of Argument*.

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.

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 Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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.

Learning Assistance Resource Center:

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/>.

SJSU Writing Center:

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. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Faculty Web Page and MYSJSU Messaging:

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/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Peer Mentor Center

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/>

All Essays must be submitted to Turnitin.com: The password is awakening.

Section 2 the number is 4227874

Section 8 the number is 4235154

Section 25 the number is 4235156

Grading: 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.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing

should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Grading Criteria for In-Class Essays:

All essays must demonstrate understanding of the topic and fulfillment of the assignment. Grading will address mechanics and content. Remember you are graded on the quality of your ideas as well as the proficiency of your grammar.

The “A” Essay

- Is well-developed and well-organized.
- Contains details to support a thesis.
- Intelligently responds to both passages.
- Demonstrates an awareness of the implications of language usage in the prompt.
- Demonstrates a high level of syntactic variety.
- Is relatively free of errors.
- Uses quotations effectively.

The “B” Essay

- Is well-developed and well-organized, though may offer fewer details.
- Intelligently understands the topic.
- Addresses both passages and parts of the topic.
- Demonstrates facility in using language with some syntactic variety/range of diction.
- May have a few errors.

The “C” Essay

- Will be somewhat developed, perhaps with some lack of detail.
- Will be organized, but may lack balance in treating part of the prompt.
- May lack syntactic variety, or write in simple sentences.
- Contains easily corrected errors that do not impair meaning.

The “D” Essay

- May lack development.
- May lack details or specifics.
- May be poorly organized.
- Demonstrates a misunderstanding of the topic.
- Have large patterns of sentence errors (agreement, tense, diction, spelling, mechanics, etc).

The “F” Essay

- May have only superficial development
- Suggests significant misunderstanding of the prompt.
- Has obvious problems of organization or coherence has serious/frequent errors in sentence construction, grammar, or mechanics.

Grading Criteria for Out-of-Class Essays:

The “A” Essay

- Is fluent, well-organized and well-developed, demonstrating a clear understanding of the assignment.
- Uses language effectively with some sophistication demonstrated by word choices.
- Have sentences that have syntactic complexity and variety.
- Has a title, introduction, clear thesis, topic sentences, body paragraphs, transitions and conclusion that convey the essay’s message in an intelligent and organized manner.
- Has content that conveys ideas that have a degree of excellence.
- Meets the requirements of length (word count), topic, and follows the MLA standards of presentation.
- Is submitted on time with appropriate pre-writing materials.
- Is neat and pleasing to the eye.

- Is free of grammatical, mechanical and usage errors.
- Fluently and accurately analyzes and evaluates supporting materials obtained from the library demonstrating the ability to synthesize ideas with a degree of excellence and intelligently approaches the topic as indicated by research that adds, refines, or supports the thesis. It does not overuse sources.
- Have sources that indicate a conceptual knowledge of what is a good source for an academic paper.
- Uses sophisticated examples.
- With a degree of fluency and sophistication, synthesizes ideas (combines to a new whole) with proper documentation of all sources.
- Illustrates proficiency in using quotations effectively.
- Has a works cited page with accurate documentation and follows the MLA style.
- Has accurate parenthetical documentation and follows MLA style.

The “B” Essay

- Is well organized and well developed, demonstrating a clear understanding of the assignment.
- Uses language less effectively with less sophistication demonstrated by word choices.
- Has sentences have limited syntactic complexity and variety.
- Has a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner.
- Has content will convey ideas that adequately meet the assignment but may be weak in one of the assigned tasks.
- Meets the requirements of length (word count), topic, and follows the MLA standards of presentation.
- Is submitted on time with appropriate pre-writing materials.
- Is neat and pleasing to the eye.
- Contains rare grammatical, mechanical and usage errors.
- Accurately analyzes and evaluates supporting materials obtained from the library demonstrating the ability to synthesize ideas intelligently as indicated by research that adds, refines, or supports the thesis. It does not overuse sources.
- Has sources that indicate a conceptual knowledge of what is a good source for an academic paper.
- Illustrates proficiency in using quotations effectively.
- With a degree of sophistication, synthesizes ideas (combines to a new whole) with proper documentation of all sources.
- Has a works cited page with accurate documentation and follows the MLA style though may contain a few errors.
- Has accurate parenthetical documentation and follows MLA style though may contain a few errors.

The “C” Essay

- Is adequately organized and developed, but only meets the requirements of the assignment.
- Uses language less effectively demonstrated by only adequate word choices.
- Has sentences that have very limited syntactic complexity and variety and are indicative of less mature writing.
- Has a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner.
- Has content that conveys ideas that only meet the requirements of the assignment.
- Meets the requirements of length (word count) & topic, and it follows the MLA standard of presentation.

- Is submitted on time with appropriate pre-writing materials.
- Is neat and pleasing to the eye.
- Contains a few grammatical, mechanical and usage errors.
- Accurately analyzes and evaluates supporting materials obtained from the library demonstrating an average ability to synthesize ideas intelligently as indicated by research that adds, refines, or supports the thesis. It may slightly overuse sources.
- Has sources that indicate a conceptual knowledge of what is a good source for an academic paper.
- Illustrates an average ability to synthesizes ideas (combines to a new whole) with proper documentation of all sources though may have some errors.
- Illustrates proficiency in using quotations effectively.
- Has a works cited page with documentation and follows the MLA style though may contain some errors.
- Has accurate parenthetical documentation and follows MLA style though may contain some errors.

The “D” Essay

- Not organized and/or developed, missing the requirements of the assignment by lacking organization and/or inadequately (superficially) developing the ideas.
- Uses language less effectively with inadequate word choices.
- Has only one two types of sentences, lacking any syntactic variety or complexity.
- May or may not have a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner, slighting or ignoring one aspect of this.
- Has content that conveys ideas that did not meet the assignment because they were incorrectly written on the wrong topic or inadequately developed by limited discussion or adequately developed but because of frequent grammar errors, the message was not conveyed.
- Does not meet essay the requirements of length (word count), topic, and follow the MLA standard of presentation.
- Not submitted on time with appropriate pre-writing materials.
- Not neat and pleasing to the eye.
- Contains a frequent grammatical, mechanical and usage errors.
- Lacks accuracy in analyzing and evaluating supporting materials obtained from the library demonstrating difficulty in synthesizing ideas intelligently as indicated by inadequate research that does not add, refine, or support the thesis adequately or accurately. It may overuse sources.
- Has sources that indicate a lack of conceptual knowledge of what is a good source for an academic paper.
- Illustrates a below average ability to synthesize ideas (combines to a new whole) and lacks proper documentation of all or some sources.
- Illustrates difficulty using quotations.
- Has a works cited page with inaccurate documentation and follows the MLA style though may contain many errors.
- Has inaccurate parenthetical documentation and does not follow MLA style containing many errors.
- Does not meet the requirements.

The “F” Essay

- Demonstrates a striking underdevelopment of ideas and insufficient or unfocused organization.
- Uses language without a clear effect as indicated by word choices.

- Has sentences that are basically all one or two types of sentences, lacking any syntactic variety or complexity.
- May or may not have a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay's message in an organized manner, ignoring one or more aspects of the basic essay components.
- Has content that conveys markedly underdeveloped ideas that did not meet the assignment because they were incorrectly written on the wrong topic or inadequately developed by limited discussion or adequately developed but because of frequent grammar errors, the message was not conveyed.
- Does not meet essay the requirements of length (word count), topic, and follow the MLA standard of presentation.
- Is not submitted on time with appropriate pre-writing materials.
- Is not neat and pleasing to the eye.
- Contains a serious amount of grammatical, mechanical and usage errors.
- Lacks accuracy in analyzing and evaluating supporting materials obtained from the library demonstrating difficulty in synthesizing ideas intelligently as indicated by inadequate research that does not add, refine, or support the thesis adequately or accurately. It may overuse sources, not use enough sources, or use inappropriate sources.
- Uses sources that indicate a lack of conceptual knowledge of what is a good source for an academic paper.
- Illustrates a below average ability to synthesize ideas (combines to a new whole) and lacks proper documentation of all or some sources.
- Has quotations that are ineffective, absent, or inadequate.
- Has a works cited page with inaccurate documentation and follows the MLA style though may contain many errors.
- Has inaccurate parenthetical documentation and does not follow MLA style containing many errors.
- **Is marred by many errors on almost every level such as content, grammar, and research so that it does not meet minimal requirements.**

Essay	Type of Essay	% of Grade	Word Count
Essay #1	Diagnostic, In-class	0%	500 words
Essay #2	Out-of-Class	10%	1,500 words
Essay #3	In-Class	5%	700 words
Essay #4	Out-of-Class	10%	1,500 words
Essay #5	In-Class	10%	700 words
Essay #6	Out-of-Class	15%	1,700 words
Essay #7	Out-of-Class	10%	1,400 words
Essay #8	Final Exam	20%	
Critical Thinking Abstracts	Required	10%	
Quizzes, Class work, Presentation		10%	
Total		100%	8,000 words

Quizzes: Some quizzes will be unannounced.

Critical Thinking Abstracts: Will be explained in class.

Rewrites: With the exception of the research essay, you are allowed to rewrite 1 essay during the semester for a higher grade, but it must be submitted on the last day of class. See me during office hours if you want help with a re-write.

Help: I am available during office hours. Let me know and I will sign you up for a time. I am usually always available during office hours unless I say I am not (which is rare). There is also a University Writing Center located in Clark Hall Suite 126. The University Writing Center has a website with classes & workshops available. If I decide you need help from the Writing Center, you will be expected to get help, which will be tailored to your personal writing issues. The Writing Center is a resource, which you pay for as part of your tuition. Take advantage of this opportunity.

Classroom Behavior: Please raise your hand if you have a question. As 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.

English1B Calendar of Assignments, Fall 2011

Please read the assignments before the date they are assigned so that you are prepared for the class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines BR=Blair Reader, AW=The Awakening, EA=Essentials of Argument, EW=Everyday Writer
1	Aug. 24 th Wednesday	Introduction to the class Diagnostic Exam Essay #1 [SLO's 1 & 5]
2	Aug. 29 th Monday	Focus: Understanding Argument & Conducting Research Read EA: Chapter 1, pp. 3-20 Focus: Politics of Language Read BR: "Aria," by Richard Rodriguez, pp. 133-9 [SLO's 2, 4, 5, &6]
2	Aug. 31 st Wednesday	Read BR: "Mother Tongue," by Amy Tan, pp. 140-145 Explanation of the "Critical Thinking Abstract" Assignment Read EW: "Expectations for College Writing," pp. 12-15 Quiz #1 [SLO's 1, 2, 4, & 5] Essay #2 Assigned
3	Sept. 5 th Monday	No class, campus closed, Labor Day

Week	Date	Topics, Readings, Assignments, Deadlines BR=Blair Reader, AW=The Awakening, EA=Essentials of Argument, EW=Everyday Writer
3	Sept. 7 th Wednesday	Focus: Is texting destroying the English Language? Read BR: "I H8 TXT MSGS: How Texting is Wrecking Our Language," by George Humphrys, pp. 185-88 & "2B OR NOT 2B," by David Crystal, pp. 188-95 Read EW: "Writing Situations" pp. 43-51 [SLO 1, 2, & 4] Critical Thinking Abstract #1 Due
4	Sept. 12 th Monday	Read in the BR: "Thumbspeak: Is Texting Here to Stay?" by Louis Menand, pp. 196-200 Read EW: "Exploring Ideas," pp. 52-57 [SLO 2, 4, & 5]
4	Sept. 14 th Wednesday	Focus: "The Rhetorical Situation: Understanding Audience" Read EA: Chapter 2, pp. 27-34 Focus: "Does Social Networking Connect Us or Keep us Apart?" Read BR: "The Fakebook Generation," by Alice Mathias, pp. 239-41 [SLO 1, 2, 4, 5 & 6] Quiz Bring a copy of your thesis statement to class. Reminder: Rough Draft for peer editing due on Monday Critical Thinking Abstract #2 Due
5	Sept. 19 th Monday	Read BR: "What Adolescents Miss When We Let Them Grow Up in Cyberspace," pp. 241-3 Read EW: "The Top Twenty: A Quick Guide to Troubleshooting Your Writing," pp. 3-11 Read EW: "MLA Style for In-Text Citations," pp. 374-8 Peer Editing, bring a typed rough draft of your essay [SLO's 1, 2, 3, 4, & 5]
5	Sept. 21 st Wednesday	Read BR: "To Witter or Not to Twitter?" by Robert W. Lucky, 244-5 Introduction to Research: Preparing for a Research Project Essay #2 Due [SLO's 2, 3, & 4]
6	Sept. 26 th Monday	Read BR: "Does Social Networking Really Connect You to Humanity" by Dave Taylor, pp. 247-50 Read EW: "Doing Research," pp. 155-67 Read EA: "Evaluate All Sources and Select the Best," pp. 53-6 [SLO's 2, 3, 4, & 6]
6	Sept. 28 th Wednesday	Read BR: "Social Networking Across the Digital Divide Can Pay Dividends," by Reid Goldsborough, pp. 250-2 Read EW: "Evaluating Sources & Taking Notes," pp. 168-180 Critical Thinking Abstract #3 Due [SLO's 1, 2, 3, 4, 5, & 6]

Week	Date	Topics, Readings, Assignments, Deadlines BR=Blair Reader, AW=The Awakening, EA=Essentials of Argument, EW=Everyday Writer
7	Oct. 3 rd Monday	Read BR: "Television: The Plug-In Drug," by Marie Winn, 207-14 Read EW: "Integrating Sources & Avoiding Plagiarism," 185-192 Group Discussion to Prep for Essay #3 [SLO's 2, 3, 4, & 5] Read EW: "Commas," 326-30 Review the University's Plagiarism Policy (check syllabus) [SLO's 1, 2, 3, 5]
7	Oct. 5 th Wednesday	Bring Notes Essay # 3 In class essay [SLO 1, 2, & 4] Critical Thinking Abstract #4 Due, Essay #4 Assigned
8	Oct. 10 th Monday	Focus: "The Toulmin Model of Argument," pp. 95-103 & Read BR: "Who Has It Harder, Boys or Girls?" "Men Are from Earth, and So Are Women: It's Faulty Research that Sets Them Apart," by Rosalind C. Barnett & Caryl Rivers, pp. 314-9 Read EW: "Commas," 330-4 [SLO's 2, 3, 4, & 5]
8	Oct. 12 th Wednesday	Library Class [SLO 3]
9	Oct. 17 th Monday	Read BR: "What is the Triple Bind?" by Stephen Hinshaw, pp. 301-8 & "The War Against Boys," by Christina Hoff Sommers, 309-13. Read EW: "Commas," 334-5 & "Semicolons," pp. 336-8 [SLO's 2, 3, 4, & 5]
9	Oct. 19 th Wednesday	Essay #4 Due Read EA: "The Types of Claims: Establishing Purpose and Organization," pp. 122-131 Focus: Free Speech Read BR: "Declaration of Independence," by Thomas Jefferson, pp. 375-6 & : "John F. Kennedy, Inaugural Address," pp.380- Read EW: "Question marks," pp. 339-40 [SLO's 2, 4, & 5]
10	Oct. 24 th Monday	Essay #6 Assigned Read EA: "Types of Proof," 141-59 & "Rhetorical Situation for "A Call for Unity," "A Call for Unit: A Letter from Eight White Clergymen," & "Letter from Birmingham Jail," by Martin Luther King, Jr., pp. 175-189" Read EW: "Apostrophes," pp 341-3 [SLO's 2, 4, & 5]
10	Oct. 26 th Wednesday	Read BR: "The Myth of the Latin Woman: I Just Met a Girl Named Maria," by Judith Ortiz Cofer, pp. 346- & "Just Walk on By," by Brent Staples, pp. 354- Read EA: "Writing the Researched Position Paper," pp. 237-251 Critical Thinking Abstract #5 Due [SLO's 1, 2, 3, 4, 5 &]

Week	Date	Topics, Readings, Assignments, Deadlines BR=Blair Reader, AW=The Awakening, EA=Essentials of Argument, EW=Everyday Writer
11	Oct. 31 st Monday	Read BR: "Salvation," by Langston Hughes, pp. 521-, "Our Faith in Science," by Dalai Lama XIV, pp. 527-Read BR: "I Believe in an America Where the Separation of Church and State is Absolute," by John F. Kennedy, pp. 551- Read EW: "Colons" pp. 352-3 Prep for in-class essay [SLO's 2, 3, 4, & 5]
11	Nov. 2 nd Wednesday	Essay #5 In-Class [SLO 1, 2, 4, & 5]
12	Nov. 7 th Monday	Read BR: "New Superstitions for Old," by Margaret Mead, pp. 523-6 & "Among the Believers," by Tayari Jones, pp. 530-32 Read EW: "Quotation Marks," pp. 343-8 [SLO's 2, 3, 4, & 5]
12	Nov. 9 th Wednesday	Read BR: "Kicking the Secularist Habit," by David Brooks, pp. 533-7 & "Earthly Empires, by William C. Symonds, Brian Grow, & John Cady, pp. 544-50 [SLO's 2, 3, 4, & 5] Check out in EW the example of a Works Cited page and bring to class a list of your sources with information to create a WC page.
13	Nov. 14 th Monday	Peer Editing of Research Essay Find on the Internet, print, and bring to class: "Dover Beach," by Mathew Arnold Introduction to <i>The Awakening</i> , by Kate Chopin [SLO's 2, 4, 5, & 6]
13	Nov. 16 th Wednesday	Essay #6 Research Essay Due <i>The Awakening</i> , by Kate Chopin Assignment of Groups for Group Presentations Review for Midterm [SLO 1, 2, 4, & 5]
14	Nov. 21 st Monday	Midterm Grammar Read RW: "Sentence Style," pp. 235-57 Time for groups to meet. <i>The Awakening</i> , by Kate Chopin [SLO's 2, 3, 4, & 5]
14	Nov. 23 rd Wednesday	Conferences during class time
14	Nov. 24 th Thursday	Reminder: Thanksgiving Holiday, Campus Closed
15	Nov. 28 th Monday	<i>The Awakening</i> , by Kate Chopin Review of Punctuation Read EW: 32 Time for groups to meet. Prep for Final Exam [SLO's 1, 2, 3, 4, 5, 6]

Week	Date	Topics, Readings, Assignments, Deadlines BR=Blair Reader, AW=The Awakening, EA=Essentials of Argument, EW=Everyday Writer
15	Nov. 30 th Wednesday	Review for exam. Time for Groups to meet. Read again EW: "The Top Twenty: A Quick Guide to Troubleshooting Your Writing," pp. Prep for Final Exam [SLO's 1, 2, 3, 4, 5, & 6]
15	Dec. 3 rd Saturday	Final Exam Essay#8: Bring yellow book and dictionary [SLO 1, 5, &]
16	Dec. 5 th Monday	Peer Editing Essay # 7 Presentation Prep for Grammar and Readings final [SLO's 1, 2, 3, 4, 5, & 6]
16	Dec. 7 th Wednesday	Essay # 7 Due, Final day of class, last day of office hours Final Grammar, Readings & Research Quiz Watch presentations