# San Jose State University Welcome to English 1B Spring 2011

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

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| Office Hours: | MW 1030-1155, & by appointment  I am only on campus Monday & Wednesday |
| Class Days/Time: | Section 4 MW (0730-0845), SH 413  Section 14 MW (0900-10:15), SH 413  Section 33 MW (1200-0115), CL 218 |

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

**Prerequisites**: Passage of Written Communication 1A or approved equivalent course and passage of the English Proficiency Test (EPT), unless exempt. **English 1B GE Student**

**English 1B GE 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.

## 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 errors and suggest ways to correct them.

**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.

**Textbooks & Required Materials:**

Troyka, Lynn Q. & Douglas Hesse. *Quick Access Compact.*

2nd ed. Upper Saddle River: Prentice Hall, 2010. Print.

Kirszner, Laurie G. & Stephen R. Mandell. *The Blair Reader.*

7th ed*.* Boston: Prentice Hall, 2011. Print.

*The American Heritage Dictionary.*

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. Post-it notes.

**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.

**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](http://www.drc.sjsu.edu/) (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.

**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. The final exam is on a Saturday as indicated on the assignment list. **[Saturday, May 14@10:00am, Location TBA]**

**Essays:** Essays must be handed in during class and on the date they are due. All essays must meet the word requirement. Essays that are less than the word requirement will earn an “F” grade or less and failure of the class. Essays 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 or from the turnitin.com web site. 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. All out of class essays must be turned in to turnitin.com. 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. All essays must meet the word requirement and be completed. Any student who does not complete all essays will automatically fail the class.

**Turnitin.com. Password is** noworries

English 1B Section 4 # 3782602

English 1B Section 14# 3782616

English 1B Section 33# 3782621

## 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.*

|  |  |  |  |
| --- | --- | --- | --- |
| Essay # | Type of Essay | Grade % | Word Count |
| Essay #1 | Diagnostic | 0% | 500 words |
| Essay #2 | Out-of-Class | 10% | 1,500 words |
| Essay #3 | In-Class | 5% | 750 words |
| Essay #4 | Research Essay | 10% | 2,000 words |
| Essay #5 | In-Class | 10% | 750 words |
| Essay #6 | In-Class | 10% | 750 words |
| Essay #7 | Out-of-Class | 15% | 1,250 words |
| Essay #8 | Final Exam | 20% |  |
| CT Reports  Peer Editing in Class | Seven Required  3 Required | 10% |  |
| Quizzes, Class work & Presentation |  | 10% |  |
| Total |  | 100% | 8,000 words |

**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.

**Quizzes:** Some quizzes will be unannounced.

**SJSU Academic Integrity Policy:** Students should know that the University’s

[Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\_affairs/Academic\_Integrity\_Policy\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\_affairs/index.html](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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 Chapter 34 in *QA Compact.*

**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](http://www.sjsu.edu/larc/) is located at http:/www.sjsu.edu/larc/.

**Tutoring & University Writing Center**: Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center. 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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>. The phone number is 924-2308.

**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 and I will tell you how to improve it.

**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.

**Add/Drop Policies:** 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.

**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.

**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. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](file:///C:\Users\Gabriel%20Rabanal\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Low\Content.IE5\0GE8J0MK\Website%20of%20Peer%20Mentor%20Center%20is%20located%20at%20http:\www.sjsu.edu\muse\peermentor\) .

# Calendar of Assignments

Table 1 Course Schedule

| Week | Date | Note: *BR = Blair Reader, QA= Quick Access Compact*  *Also Note: Always read before the class the reading is assigned* |
| --- | --- | --- |
| 1 | 01/26/2011  Wed. | Introduction to the class, review of basic essay concepts. |
| 2 | 01/31/11  Mon. | ***Essay #1: Diagnostic Exam,*** bring a blue book (maybe green) & a dictionary, SLO1  Print Out: Bill Gates’ Speech at Harvard and bring to next class. |
| 2 | 02/02/11  Wed. | Print Out & Read: Bill Gates’ Speech at Harvard and bring to this class. SLO1 & 4  [www.scribd.com/doc/6369069/Bill-Gates-Speech-at-Harvard-University](http://www.scribd.com/doc/6369069/Bill-Gates-Speech-at-Harvard-University) Be careful to use the print on the web site to avoid  printing 12 pages!  Please Read Academic Policy Regarding Plagiarism: Policy S07-2.  [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\_affairs/Academic\_Integrity\_Policy\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) (It is under policies at the top of the web page.)  SLO 2 |
| 3 | 02/07/11  Mon. | *BR*: Read: “Issues in Education,” pp. 58-60.  “Should the Obama Generation Drop Out?” by Charles Murray, pp.  99-101. SLO 1 & 4  “For More Balance on Campuses,” by Christina Hoff Sommers, pp.  104-6. SLO 1 & 4  *QA*: Read: “Using Sources & Avoiding Plagiarism” 34a—34g. SLO2  ***Essay # 2 Assigned*** . SLO1, 2, 3, 4, & 5  ***CTR #1 Due: Topic “Bill Gates’ Speech at Harvard.”***  SLO1, 2, 3, & 4 |
| 3 | 02/09/11  Wed. | *BR:* Read: “School’s Out,” by Daniel H. Pink, pp.87-93. SLO 1&4  *QA:* Read: “Using Sources & Avoiding Plagiarism” 34h—34k”  Find: MLA for an anthology. Parenthetical & Works Cited.  SLO 2&3  **Quiz #1** |
| 4 | 02//14/11  Mon. | *BR:* Read: “School’s Out,” by Daniel H. Pink, pp.93-83 SLO 1 & 5  **Rough Draft of Essay #1 Due & Peer Editing.**  SLO1, 2, 3, 4, & 5  **Bring post it notes to class**  *Read: “Transitions” Print out and bring to class (one page)*  [*http://www.unc.edu/depts/wcweb/handouts/transitions.html*](http://www.unc.edu/depts/wcweb/handouts/transitions.html) |
| 4 | 02/16/11  Wed. | **Essay #2 Due with rough drafts**. SLO1, 2, 3, 4 & 5  *BR:* Read: “The Fakebook Generation,” by Alice Mathias, pp. 239-41 & “What Adolescents Miss When We Let Them Grow Up in Cyberspace,” by Brent Staples, pp. 241-3. SLO 1 & 4  *QA: 32a:“What is role of research in writing?”* |
| 5 | 02/21/11  Mon. | *BR:* Read: *“*To Twitter or Not to Twitter,” by Robert W. Lucky, pp. 244-6 & “Does Social Networking Really Connect You to Humanity?” by Dave Taylor, pp. 247-50. SLO 1 & 4  *QA:* Read:“32b What is the process of doing research?” &  *QA:* Read: “32c What is a research paper?” SLO 2 & 3 |
| 5 | 02/23/11  Wed. | **Essay #3 Bring a Large Blue Book & Dictionary to Class.**  SLO 1, 4, 5  **CT #2 Due.** SLO 1, 2, 3, & 4 |
| 6 | 02/28/11  Mon. | *BR:* Read:“Saving the Planet,” pp. 464-6 & “The Challenge of Environmentalism,” by Bill McKibben, pp. 500-3. SLO 1& 5  “Green, Greener, Greenest,” by Kate Zernike, 503-8 SLO 1 & 4  *QA:* Read: Chapter 33 “Finding & Evaluating Published Sources”  SLO 2, 3, & 4  Also think of a question for the library class.  **Essay # 4 Assigned.** SLO1, 2, 3, 4, & 5 |
| 6 | 03/02/11  Wed. | Library Class. SLO 2, 3 & 4  \*Note: Date for this may change due to availability |
| 7 | 03/07/11  Mon. | *BR:* Read: “From “Through the Stories We Hear Who We Are,” by Leslie Marmon Silko, pp. 467—8; “The American Forests,” by John Muir, & “Being Kind to the Land,” by Wendell Berry, pp. 470-3  SLO 1 & 4  *QA:* Read: “32f What is a research question?” & “32i How do I draft a thesis statement?” SLO 1, 2, 3, & 4  **CT #3 Due.** SLO 1, 2, 3, & 4 |
| 7 | 03/09/11  Wed. | *BR:* Read:“The Obligation to Endure,” by Rachel Carson, pp. 474-80. SLO 1 & 4  *QA:* Read: “Quick Reference 32.3: Questions for evaluating your evidence.” SLO 1 & 4 |
| 8 | 03/14/11 | *BR:* Read: “Fateful Voice of A Generation Still Drowns Out Real Science,” by John Tiernery, pp.380-3 & “The Conquest of Garbage,” by Heather Rogers, pp. 484-9. SLO 1 & 4  **Rough Draft of Essay #4 Due & Peer Editing.** SLO 1, 2, 3, 4, & 5 |
| 8 | 03/16/11 | **Essay #4 Due**  *BR:* Read: “Gender & Identity” pp. 256-8; “Stay-at-Home Dads,” by Glenn Sacks, pp. 277-9 & “The M/F Boxes,” by E.J. Graff, pp. 269-74. SLO 1 & 4 |
| 9 | 03/21/11 | *BR:* Read: “Gender & Identity” pp. 256-8; “Stay-at-Home Dads,” by Glenn Sacks, pp. 277-9 & “The M/F Boxes,” by E.J. Graff, pp. 269-74 & “Man Bashing: Trivial Pursuit or A Truth with Consequences,” by Warren Farrell, pp. 280-286 SLO 1 & 4 |
| 9 | 03/23/11 | Mid-term quiz. |
| 10 | 03/28/11 to  04/4/11  Mon.—Fri. | NO CLASS, SPRING BREAK |
| 11 | 04/04/11 | *BR:* Read: “Religion in America,” pp. 518-520; “Is there Intelligent Design in Nature?”  “Salvation,” by Langston Hughes, pp. 521-23; & “Our Faith in Science,” by Tenzin Gyato, Dalai Lama XIV, pp. 527-9 SLO 1 & 4 |
| 11 | 04/06/11 | **In-Class Essay, Essay #5.**  SLO 1, 4, 5  **CT #4 Due.** SLO 1, 2, 3, & 4 |
| 12 | 04/11/11  Mon. | Free Speech Issues  *BR:* Read: “The Declaration of Independence,” by Thomas Jefferson, pp. 375-77  “I Have a Dream,” by Martin Luther King, Jr., pp. 383-7. SLO 1, 2, 3, 4, 5, & 6  **Essay #7 Assigned.** SLO1, 2, 3, 4, 5, & 6 |
| 12 | 04/13/11  Wed. | “The Declaration of Sentiments and Resolutions,” by Elizabeth Cady Stanton, pp. 387-91. SLO 1, 2, 3, 4, 5, & 6  **CT #5 Due.** SLO 1, 2, 3, & 4 |
| 13 | 04/18/11  Mon. | “Prosecution in teen suicide misguided,” by Larry Magid, <http://www.pcanswer.com/tag/megan-meier/>  “Cyberbullying vs. Free Speech,” by Larry Magid  <http://www.cbsnews.com/stories/2008/01/30/scitech/pcanswer/main3768945.shtml> SLO 1, 2, 3, 4, 5, & 6 |
| 13 | 04/20/11  Wed. | Get from the library web site the following:  “The WikiLeaks War on America: The strange political coloration of Julian Assange,” by Jonathan Foreman  “Wikileaks: 1 percent of documents published.”  <http://www.deseretnews.com/article/700103249/WikiLeaks-1-percent-of-diplomatic-documents-published.html?s_cid=rss-5>  SLO 1, 2, 3, 4, 5, & 6  **CT #6 Due.** SLO 1, 2, 3, & 4 |
| 14 | 04/25/11  Mon. | Time for organizing Class Presentation. SLO 1, 2, 3, 4, 5, & 6  *BR:* Read: “Cathedral,” by Raymond Carver, pp. 555-567 & |
| 14 | 04/27/11  Wed. | Time for organizing Class Presentation. SLO 1, 2, 3, 4, 5, & 6  *BR:* Read: “Cathedral,” by Raymond Carver, pp. 561-7  **CT #7 Due.** SLO 1, 2, 3, & 4 |
| 15 | 05/02/11  Mon. | **Essay #6, In-Class Essay.**  SLO 1, 4, 5 |
| 15 | 05/04/11  Wed. | Conferences & Discussion |
| 16 | 05/09/11  Mon. | “The United Fruit Company,” by Pablo Neurda, SLO 1, 2, 4, & 5  <http://www.poemhunter.com/poem/the-united-fruit-co/>  Review & Prep for the Final |
| 16 | 05/11/11  Wed. | Final Quiz  Review & Prep for the Final  *BR*: Read: “The Road Not Taken,” by Robert Frost, p. 599. SLO 1 &4 |
| 16 | 05/14/11  Sat. | 10am Final Exam, Location TBA, Bring Yellow Book & a Dictionary |
| 17 | 05/16/11  Mon. | Last Day of Class, Last Day of Office Hours  Evaluation of Topic and Class  **Final Out of Class Essay # 7 Due.** SLO 1, 2, 3, 4, 5, & 6 |