

San José State University
Department of English and Comparative Literature
English 1-B: Composition 2, Sections 17 and 26, Spring
2013

Instructor: Roohi Vora
Office Location: Faculty Office 118
Telephone: (408) 924-4428
Email: roohi.vora@sjsu.edu
Office Hours: T/TH 12:00 – 1:00 PM or by appointment
Class Days/Time: T/TH 9:00 – 10:15 AM
10:30 – 11:45 AM
Classroom: Sweeney Hall 444
Clark Building 216
GE Category: Written Communications C3

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 (C or better) or approved equivalent

Course Goals and Student Learning Objectives (G.E. Area C3)

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.
- 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.
- An identifiable focus (argument essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (pre – writing, organizing, composing, revising, and editing).
- Effective organization and development of ideas at paragraph and essay level
- Accuracy, variety, and clarity of sentences
- Appropriate and effective sentence structure and diction
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement, etc.).
- The number of writing assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required. The minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments.
- Although the majority of papers will be written outside of class, at least three essays shall be written in class.
- Students shall receive frequent evaluations from the Instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
- Reading for the course shall include useful models of writing for academic and general audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.
- The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

Student learning Objectives

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

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

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

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

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

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

Information available online

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

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

- Webb, Igor. *Ideas Across Time: Classic and Contemporary Readings for Composition* (IAT). ISBN 978-0-07-288261-2
- Hacker, Diana, and Nancy Sommers. *Rules for Writers*, Seventh Ed. with 2009 MLA update (RW). ISBN 978-0-312-64736-0
- Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing*, Fifth Ed. (SAW). ISBN 13: 978-0-205-17288-7
- Hosseini, Khaled. *A Thousand Splendid Suns*, Riverhead Books (TSS) (Fiction)
- Wiesenthal, Simon. *The Sunflower*, Schocken (Non-Fiction)
- Notebook for lecture notes and in-class work
- College-level Dictionary like OED
- Large Yellow Books for in-class essays and final exam.
- Recommended: College-level Thesaurus

Note: The text books can be purchased at Spartan bookstore. Please bring *Ideas Across Time*, *Rules for Writers*, and your notebook to class every day.

Class Attendance and Participation:

You are expected to attend all class sessions on time and participate enthusiastically in class discussions to get full credit for class participation. In addition, class participation does not simply mean that you are physically present in class and contribute to class discussion. You must have all class materials, actively listen to your peers, and take notes as necessary. All

in-class writing (short paragraphs, quizzes, grammar exercises) will be collected and count towards your participation grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar and vocabulary quizzes in advance. In-class activities may not be made up. Missing class, therefore, will no doubt affect your final grade in the course.

Please note: As a courtesy to others attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. Switch off all cell phones and pagers during class period; you will lose all participation points for the day if I see or hear your cell phone (this especially includes under the desk/table text messaging – I do see you)! Please do not interfere with other students’ learning by talking, etc. Food is not allowed in the class room; however, covered drinks are acceptable.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/ or assignment from a classmate. For this purpose obtain names and phone numbers and/ or email addresses of at least three of your classmates.

Classmate # 1 Name/Phone/Email: _____

Classmate # 2 Name/Phone/Email: _____

Classmate # 3 Name/Phone/Email: _____.

Assignments and Grading Policy

Course Content

Reading Assignments: English 1-B is a reading intensive course, and there will be essays assigned on a daily basis. In addition, we will read one longer work of fiction - Khaled Hosseini’s novel, *A Thousand Splendid Suns* and one longer work of non-fiction - Simon Wiesenthal’s *The Sunflower*. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of argumentative and persuasive writing. In addition, you must make daily reader response entries which you will turn in on a regular basis (as noted on the schedule). Remember: The more you read, the better you will write.

Writing Assignments: You will do a significant amount of writing in this course. Every class period will involve a written component. The various assignments will give you practice in all phases of the writing process: prewriting, organizing, revising, and editing. There are six required essays; three in-class (including an ungraded diagnostic), two out-of-class, and one out-of-class research paper. **YOU MUST COMPLETE ALL 6 ESSAYS IN ORDER TO PASS THE COURSE!** This minimum requirement excludes the final examination, in-class writing, quizzes, and any brief or informal assignments which will be done in class as needed. Out-of-class essays must be typed, double spaced and in 12-point

font. They must also be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *Rules for Writers*). Out-of-class essays will have specified minimum page requirements that will be listed on the prompt sheets. Essays are due at the beginning of class, in class, on their due dates. Late papers will drop a grade for each day they are late and will be accepted only up to one week after the due date. After one week, I will no longer accept the essay. In-class essays may not be made up unless you make arrangements with me beforehand and only if the absence is unavoidable. In-class essays that have to be made-up will incur the same late penalties as out-of-class essays.

The research essay and its contents are worth 30% of your class grade; keep in mind that this paper is worth more than the final exam. From the day that you receive the assignment to the final essay due date, you will have a considerable amount of time to research and write – I expect your best work! There will be various due dates before the final draft. The following assignments are components of your research paper grade: instructional library session, including the info-power tutorial, a tentative thesis statement, the final thesis and a rough draft of your introductory paragraph, an annotated bibliography demonstrating your source research, and a rough draft of the complete essay for our workshop. **These assignments prior to the final draft comprise 20% of your final research paper grade; if you neglect to turn in these related assignments, your grade will be lowered significantly.**

Workshops

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Some of the essays will be “work shopped” in class on the days indicated on the schedule. In order to receive full credit on the final version of your essay you will need to bring 3 copies of your rough draft to class on those days. You must turn in all workshop materials with the final copy of the essay. **If you miss a workshop, your essay will be graded down one half letter grade.**

Reading Responses and other Homework: Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences as mentioned earlier. Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of readings, written responses to the readings (I will explain how to do these on the first day of class), and grammar exercises from *Rules for writers*. Reader responses are essentially journal entries in which you record thoughts, opinions, questions, and personal reactions. Each response should be dated, and it should be at least one substantial paragraph (aim for a minimum of ½ page of typed, double-spaced writing for each entry). You must interact with the author’s ideas **and** share your own thoughts, feelings, and experiences. Do not simply summarize plot – show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. These responses can be either typed or handwritten, but please keep in mind that if handwritten, the responses should be as **legible and neat** as possible. Homework and rough drafts of essays will not be accepted late. If you miss homework assignments, your final essay will be

marked down half a grade. **So, make sure you keep up with your work and come to class prepared!!**

Departmental Final Exam: Saturday, May 4, 2012 from 10:00 – 12:00 PM. You must take this exam in order to pass the course. (Specific location will be announced at a later date). Yellow final exam booklets (at least two), pens, and a dictionary are required for the exam. This exam is graded holistically and shall count 20% toward the course grade.

Grading:

In-class essays (2 at 5% each + C/NC Diagnostic)	10%
Out-of-class essays (2 at 10% each)	20%
Research paper and its components	30%
Departmental final exam	20%
Homework /Reader Responses	10%
Class Participation (discussions, in-class writing, quizzes, etc.)	10%

English I – B is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays and research paper assigned above. Letter grade on the final draft of the research paper and works cited page will comprise 10% of the 30% total, and the letter grade on its components (library research including info power tutorial, thesis statement, outline and annotated bibliography, workshop worksheets, individual conference, and abstract presentation) will comprise 20% of the 30% total allotted to the research paper. Each grade will be worth points and will constitute a certain percentage of the total grade (as given above in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point range for each letter grade is as follows: A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69 D 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class activity for the day. 10% of that will be calculated on the basis of the points received by each student out of the total due. The University essay final exam will be graded holistically by the English Department faculty members, and the grading criteria will be determined by the English Department Composition Director and Committee. 20% of the total course grade will be based on that. 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.

Student conferences: I will schedule student conferences for the research paper before it is due. You will be required to make a fifteen minute appointment with me during the specified days.

Office Hours: I hope that you will also utilize my office hours during the semester. I am here to help you in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please stop by and visit. You are also welcome to make an appointment to see me (other than my office hours) at any other time during the semester.

Department Grading Policy

Individual essay grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F= failure. Courses graded according to the A, B, C, D, and F system shall follow the same pattern.

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.

Note: Individual essays will be graded on the A-F scale. Essays in this class will be graded according to the following SJSU academic standards for 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 to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from 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 weaknesses 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 too 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/or usage errors that are serious and/or frequent enough to interfere with the writer’s ability to communicate.
- 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.

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources

offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter):

<http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Peer Connections

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

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

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

English 1-B, Spring 2013, Course Schedule

(Subject to change)

Reading assignments must be **completed** by the day they are listed! Bring all homework assignments to class on the date they are due.

SLO =Student Learning Objective; IAT = *Ideas Across Time*; RW=*Rules for Writers*;

SAW = *Sequence for Academic Writing*

Table 1 Course Schedule

Date	Topics, Readings, Assignments, Deadlines
Thursday, January 24	<ul style="list-style-type: none"> ▪ Class: Introduction and syllabus review; discussion of Tuesday’s Diagnostic essay; grammar diagnostic ▪ Homework: Bring Yellow Books, pens, and your dictionary for in-class essay Tuesday
Tuesday, January 29	<ul style="list-style-type: none"> ▪ Class: Diagnostic Essay I, in-class (SLO 1; 600 words) ▪ Homework: “Little Red Cap” assignment. Handout: “Selection, Slanting, and Charged language” Handout: “Forms of Academic Writing.” Read Chapter 1: “Summary, Paraphrase, and Quotation” (SAW 2-50). ▪ Exercises 10 – 1, 11 – 1 (1 – 5 RW 119-127)
Thursday, January 31	<ul style="list-style-type: none"> ▪ Class: “Little Red Cap” group discussion. ▪ Homework: Chapter one: “American Identity” (IAT 9-11); Read Baldwin’s “The Discovery of What It Means to Be an American” (IAT 29-35; Essay); Gordon’s “The Ghosts of Ellis Island” (IAT 37- 42; Essay); 1 page response (SLO 1,4,6) Exercises 12 – 1, 12 – 2 (1 – 5 RW)
Tuesday, February 5	<ul style="list-style-type: none"> ▪ Class: Discuss Baldwin, Gordon, Fallacies (handout) ▪ Homework: Read Ortiz Cofer’s “Silent Dancing” (IAT 45-52; Essay); Handout: Orwell’s “Shooting an Elephant”(Essay); 1 page response Read “Research” (RW 419 – 456) Exercise 13 – 3 (1 – 5 RW)
Thursday, February 7	<ul style="list-style-type: none"> ▪ Class: Discuss readings; Assign Essay 2 (Out-of-class Critique) SLO 1, 3; 1400 words) ▪ Homework: Read “Writing Papers in MLA Style” (RW 457 – 523); “Sample research paper MLA style”

Date	Topics, Readings, Assignments, Deadlines
	(RW 526 – 532). Read Chapter 2: “Critical Reading and Critique” (SAW 51-80) Exercises 14 – 1, 14 – 2, 14 – 3, 14 – 4 (1 – 5 RW)
Tuesday, February 12	<ul style="list-style-type: none"> ▪ Class: Discuss MLA documentation, Critical Reading and Critique; Linda Hogan’s “Heritage” (Handout) ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 1 (Novel); 1 page response
Thursday, February 14	<ul style="list-style-type: none"> ▪ Class: Discuss <i>A Thousand Splendid Suns</i> part 1 ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 2; 1 page response Exercises 17 – 1, 17 – 2 (1 – 5 RW)
Tuesday, February 19	<ul style="list-style-type: none"> ▪ Class: Discuss <i>A Thousand splendid Suns</i> part 2; Essay 6 (Out of Class Research paper) assigned (LO1,2,3,4,5,6; 3500 words) ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 3; 1 page response Exercises 18 – 1, 18 – 2, 18 – 3 (1 – 5 RW)
Thursday, February 21	<ul style="list-style-type: none"> ▪ Class: Discuss <i>A Thousand Splendid Suns</i> Part 3 ▪ Homework: Read <i>A Thousand Splendid Suns</i> Part 4; prepare for discussion and quiz
Tuesday, February 26	<ul style="list-style-type: none"> ▪ Class: Discussion and Quiz on <i>A Thousand Splendid Suns</i>; Essay 2 due (out-of-class critique) ▪ Homework: Complete the SJSU InfoPower Tutorial (all 3 modules); Work on Research paper Thesis Statement Exercise 19 – 1 , 20 – 1, 20 – 2, 22 – 1 (1 – 5 RW)
Thursday, February 28	<ul style="list-style-type: none"> ▪ Class: Tentative Library Day; InfoPower Tutorials DUE; Tentative Research Paper Thesis Statement DUE ▪ Homework: Chapter Two: “Belief” (IAT 62-63); Read “The Quran” (IAT 94-96); Dalai Lama’s “The Art of Happiness” (IAT 132-136; Essay); Armstrong’s “History and Religion” (137-140: Essay) 1 page response to any two readings ▪ Exercises 23 – 1, 23 – 2 (1 – 5 RW)

Date	Topics, Readings, Assignments, Deadlines
Tuesday, March 5	<ul style="list-style-type: none"> ▪ Class: Discuss Readings; Assign Essay 3 (Out-of-class Comparative Analysis) (SLO 1,2,3,4,5,6; 1600 words) ▪ Homework: Chapter Three: “Science” (IAT 146-148); Read Turtle’s “How Computers Change the Way We Think” (IAT 220-226; Essay); Feynman’s “The Value of Science” (IAT 201-207; Essay) 1 page response to any one reading. Read Chapter 5: “Analysis” (SAW 178-215)
Thursday, March 7	<ul style="list-style-type: none"> ▪ Class: Discuss Readings; Comparison and Contrast; Analysis ▪ Homework: On Tuesday, March 12, bring to class draft of Essay 3 (Comparative Analysis) for workshop, 3 copies Exercises 25 – 1, 26 – 1 (1 – 5 RW)
Tuesday, March 12	<ul style="list-style-type: none"> ▪ Class: Workshop Essay 3. Final draft of Essay 3 (Comparative Analysis) due on Tuesday, March 19 ▪ Homework: Read <i>The Sunflower</i> part 1; Handout: Stephen L. Carter’s “Insufficiency of Honesty” Exercises 27 – 1, 27 – 2, 28 – 1 (1 – 5 RW)
Thursday, March 14	<ul style="list-style-type: none"> ▪ Class: Discussion on <i>The Sunflower</i> part 1; In-class writing ▪ Homework: Read <i>The Sunflower</i> part 2; Prepare for in-class large group discussion with a brief presentation (1 page)
Tuesday, March 19	<ul style="list-style-type: none"> ▪ Class: Large group Discussion on <i>The Sunflower</i> along with brief student presentations; Essay 3 due (Comparative Analysis) ▪ Homework: Bring Yellow Books, notes, and a pen for in-class essay Thursday Work on Research Paper Abstract and Annotated bibliography due Thursday, March 21 Exercises 29 – 1, 29 – 2 (1 – 5 RW)
Thursday, March 21	<ul style="list-style-type: none"> ▪ Class: Research Paper Abstract and Annotated Bibliography DUE; Essay 4, in-class (SLO1,2,4,6; 600 words) ▪ Homework: Read Chapter Four: “Economic life” (IAT

	<p>230-231); various Authors “Album: Money Matters” (IAT 288-295); Ehrenreich's “A Selling in Minnesota (IAT 316-319; Essay); 1 page response to any two readings Exercises 31 – 1, 31 – 2, 31 – 3, 31 – 4 (1 – 5 RW)</p>
Tuesday, March 26 and Thursday, March 28	<ul style="list-style-type: none"> ▪ Spring Break ▪ No class
Tuesday, April 2	<ul style="list-style-type: none"> ▪ Class: Discussion; in – class writing practice ▪ Homework: Read Chapter Five: “Democratic Society” (IAT 328-329); Zachariah’s “The Democratic Age” (IAT 330-338); Jen’s “In the American Society: (IAT 427-439); 1 page response Exercises 32 – 1, 32 – 2 (1 – 5 RW)
Thursday, April 4	<ul style="list-style-type: none"> ▪ Class: Discuss readings ▪ Homework: Read Chapter Six: “Equality: Race and Gender” (IAT 444-445); King Jr.’s “Letter from Birmingham Jail” (IAT 511-527; Essay); Read Chapter Seven: “Art” (IAT 558-560); Sontag’s “A Century of Cinema” (IAT 604-611; Essay); Handout: “Ethos, Pathos, and Logos: Modes of Persuasion;” Ad Analysis Assigned; Ad Analysis presentations on April 11 and 16 ▪ Exercises 32 – 3, 32 – 4, 32 – 5 (1 – 5 RW)
Tuesday, April 9	<ul style="list-style-type: none"> ▪ Class: Discuss readings. Film viewing. ▪ Homework: Handout: “Guidelines for writing film response papers” Film response due Tuesday, April 23 Ad Analysis presentations on April 11 and 16
Thursday, April 11	<ul style="list-style-type: none"> ▪ Class: Ad Analysis presentations ▪ Homework: Exercises 34 – 1, 34 – 2 (1 – 5 RW)
Tuesday, April 16	<ul style="list-style-type: none"> ▪ Class: Ad Analysis presentations continued ▪ Homework: Bring a yellow book, dictionary, and pens for in-class Essay 5 on Thursday Exercises 35 – 1, 36 – 1 (1-5 RW)
Thursday, April 18	<ul style="list-style-type: none"> ▪ Class: Essay 5 (In-class Final Exam Practice) (SLO 1,2,4,5,6; 600 words) ▪ Homework: Take home sample essay for Final Exam preparation Exercises 42 – 1, 44 – 1 (1-5 RW)

Tuesday, April 23	<ul style="list-style-type: none"> ▪ Class: Film response due; Final Exam discussion and preparation ▪ Homework: Bring Rough draft of Research paper at appointed time for in-class conference.
Thursday, April 25	<ul style="list-style-type: none"> ▪ Class: In-class conferences on Research Paper ▪ Homework: Bring Rough draft of Research Paper at appointed time for in-class conference
Tuesday, April 30	<ul style="list-style-type: none"> ▪ Class: In-class conferences on Research Paper ▪ Homework: Bring 3 copies of a complete Rough draft of essay 6 (Research Paper) for Workshop on Thursday, May 2.
Thursday, May 2	<ul style="list-style-type: none"> ▪ Class: Essay 6 Workshop (Out-of-class Research Paper) ▪ Homework: Have a good night's sleep. Bring yellow books, a dictionary, and black pens for final exam on Saturday. ▪ Essay 6 (Research Paper) due on Tuesday, May 7. Prepare a brief 3-5 minute Research Paper presentation for assigned date.
Saturday, May 4	<ul style="list-style-type: none"> ▪ Departmental Final Exam from 10:00 – 12:00 P.M. ▪ Homework: Essay 6 (Out-of-class Research Paper due Tuesday, May 7. Be prepared to deliver a 3-5 minute Research Paper presentation on one of the assigned dates – May 7 or May 9
Tuesday, May 7	<ul style="list-style-type: none"> ▪ Class: Essay 6 (Out-of-class Research paper) DUE; Brief in-class Research presentation (Abstract)
Thursday May 9	<ul style="list-style-type: none"> ▪ Class: Brief in-class Research presentation (Abstract)