

English Department Grading Policies: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

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

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some specific slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

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

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Estimation of Per-Unit Student Workload: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

SJSU Academic Integrity Policy: Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

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.

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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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

Peer Mentor Center: 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/asc/services/#peer>.

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.

Class Schedule: The following schedule of readings and written assignments is subject to change. All assignments are from the Norton Anthology, volumes A & B, 8th edition. While we may not discuss every assigned reading, students are responsible for the content of all assignments on quizzes and exams. Reading assignments satisfy **SLOs 1, 2, 5**.

1/24	Introduction
1/29	The Iroquois Creation Story & The Navajo Creation Story 21-34
1/31	<i>Stories about Wakjankaga</i> (Winnebago) 100-111, “Ikto Conquers Iya, the Eater” (Sioux) 111-114, “Coyote, Skunk, and the Prairie Dogs” (Navajo) 115-120
2/5	William Bradford 121 ff. Read Bio., <i>Of Plymouth Plantation</i> : from Book I: Chapters IV (124-7), IX (131-4), X (134-8); from Book II: Chapters XI (138-143), XII (144), XXIII (147-8), XXVIII (152-154); Illustration C4 <i>Elizabeth Clarke Freake and Baby Mary</i> Roger Williams 193-194, “A Letter to the Town of Providence” 206
2/7	Anne Bradstreet 207; “To My Dear Children” 235-8; “The Prologue” 208-9; “The Author to Her Book” 225; “Upon the Burning of Our House” 232-3

- 2/12 Mary Rowlandson *Narrative* 255-288
- 2/14 Benjamin Franklin 455-7; from *Autobiography* 480-513; Illustration C6
- 2/19 Benjamin Franklin 514-542
- 2/21 Philip Freneau 756-7; "The Wild Honey Suckle" 757-8; "To Sir Toby" 759-760; "On the Religion of Nature"; Mercy Otis Warren 731-2 "A Thought on the Inestimable Blessing of Reason . . ."
- 2/26 Olaudah Equiano from the *Interesting Narrative* 687-721; Illus. C7 *The Old Plantation*
- 2/28 Phillis Wheatley 762-4; "On Being Brought" 764; "On the Death of the Rev. Mr. George Whitefield" 767-8; "To S.M., A Young African Painter" 771-2; Letter to Samson Occom 774 Samson Occum (Mohegan), from "A Short Narrative" 445-8
- 3/5 Royall Tyler 775- 90 *The Contrast*
- 3/7 Tyler (cont) 791-816
- 3/12 **Reading Day**
- 3/14 Hannah Webster Foster *The Coquette* 817-867
- 3/19 Webster 868-916
- 3/21 **MIDTERM (SLOs: 2, 3, 5)**
- 3/22-4/1 **SPRING BREAK**
- 4/2 Emerson 211-214, "The American Scholar" 243-256; "Each and All" 341-2 ; "The Snow-Storm" 342
- 4/4 Margaret Fuller 740-743; from "The Great Lawsuit" 771-77; Fanny Fern 905-915 "Selections"; Illustration C6 *Shake Hands?* Lily Martin Spencer
- 4/9 Harriet Jacobs, from *Incidents in the Life of a Slave Girl* 920-942
- 4/11 Henry David Thoreau 961-964; "The Ponds" from *Walden* 1071-1085; Illustration C7 *The Lackawanna Valley* George Inness
- 4/16 Thoreau, "Slavery in Massachusetts" 1155-1166; Frederick Douglass 1170-1174 from *My Freedom and My Bondage* 1240-1251
- 4/18 Edgar Poe 631-32; "Philosophy of Composition" 719-727; "The Raven" 637-640 "The Black Cat" 695-701
- 4/23 Nathaniel Hawthorne 369-373; "The Custom-House" 450-476
- 4/25 Hawthorne, *The Scarlet Letter*, 476-527
- 4/30 *SL* continue reading 527-594
- 5/2 Herman Melville 1424-1427, from "Hawthorne and his Mosses" 1431-1432, "Bartleby, the Scrivener" 1483-1509

- 5/7 Walt Whitman 1310-1314; from "Preface" to *Leaves of Grass* 1316-1319; "Crossing Brooklyn Ferry" 1383-1387; "A March in the Ranks Hard-Prest, and the Road Unknown" 1397-8
- 5/9 Emily Dickinson 1659-1663; poems numbered 112, 122, 225, 339, 269, 320, 236, 620, 446, 348, 519, 935, 1263, 1489
- 5/15 **Final Examination** 7:15-9:30am (SLOs: 2, 3, 5)