

San José State University
Department of English and Comparative Literature
English 1A, Composition 1(GE A2), Section 28, Fall 2014

Course and Contact Information

Instructor:	Jacqueline Gross
Office Location:	FOB 114
Telephone:	408-924-4072
Email:	jacqueline.gross@sjsu.edu (but message me on Canvas)
Office Hours:	Mondays 12:15-1:15pm & Wednesdays 2:45-3:45pm
Class Days/Time:	Mondays & Wednesdays 1:30-2:45pm
Classroom:	Sweeney Hall 444
Prerequisites:	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
GE Category:	Written Communication A2
Canvas Course Title:	FA14: ENGL-1A Sec 28 - Composition I

GE A2 Course Description

Written Communication 1 cultivates an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

Course Description

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the “personal voice” and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can often be found on the course Canvas page. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates. I will update Canvas as soon as I can after our class sessions. I recommend checking Canvas at least every Tuesday, Thursday, and Sunday. Please familiarize yourself with the system so

that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

Course Goals

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

GE Course Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1 demonstrate the ability to **read actively, purposefully, and rhetorically**.

GELO 2 demonstrate the ability to perform effectively and demonstrate an awareness of the essential steps in the **writing process** (prewriting, organizing, composing, revising, and editing).

GELO 3 articulate an **awareness of and write according to the rhetorical features of texts**, such as purpose, audience, context, and rhetorical appeals.

GELO 4 demonstrate the ability to **integrate their ideas and those of others** by explaining, analyzing, developing, and criticizing ideas effectively in **several genres**.

GELO 5 demonstrate **college-level language use, clarity, and grammatical proficiency in writing**.

Required Texts/Readings

Textbooks (class-specific)

- Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W. W. Norton & Co., 2013. Print. #978-0393919561
- Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W. W. Norton & Co., 2013. Print. #978-0393919462

Textbooks (college)

- Lunsford, Andrea. *The Everyday Writer*. Bedford. Print. #978-1457667121

Other Required Material

- A computer/program that can save to .doc or .docx
- Access to the internet & Canvas
- Multiple greenbooks for a total of four in-class essays (4)
- Loose leaf college ruled paper for daily free-writes, reading responses, and in-class quizzes
- A college-level print dictionary (which you will bring to class sometimes)
- A folder/portfolio to store ALL of the work you complete in this course

Library Liaison

Toby Matoush
Dr. Martin Luther King Jr. Library
San Jose State University
Voice: 408-808-2096
Office Hours: Email to set up office appointment

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Main Content

Writing assignments will give repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires appropriately sequenced essays totaling a minimum of 8000 words. This minimum requirement excludes quizzes and any brief or informal assignments such as free-writes.

Readings & Writings (Reading Responses (200*7=1400words) and Practice):

English 1A is a reading-intensive course. Readings will include useful models of writing for academic, general and specific audiences. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, most of the assigned essays will be based on

reading. It is therefore imperative that you complete the readings *prior to each class* and come with your book and **Reading Responses** prepared to discuss them in class. The Reading Responses will help you form your thoughts for bigger projects, so please take them seriously.

In-class Essays (IC #1, 2, 3, 4) (650*4=2600words):

You will complete four in-class essays. IC essay topics may be announced before the day of the essay. Bring in greenbooks and a print college dictionary on IC essay days. Do not write even your name on greenbooks until time for the in-class essay has begun.

Out-of-class Essays (OC #1, 2, 3, 4) (1000*4=4000words revised):

You will complete four out-of-class essays. Writing is a process, and these OC essays will often stem from IC essays. All final drafts will be submitted online through Turnitin/Canvas as well as printed out for your portfolio. Printed OC essays will not be accepted without drafts (and comments on those drafts), which count for 20% of the OC essay grades. Out-of-class essays will be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc. All these things must meet MLA Format. Improperly formatted papers will lose points.

Formatting resources:

The Norton Field Guide p484

The Everyday Writer p457

Owl Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/747/01/>)

Final Portfolio Essay (OC #4):

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a process. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. A hard copy is due to my office by Friday, Dec. 12th at 12:00pm.

Secondary Content

In-class Writings:

Some classes will begin with an in-class Reading Response, free-write, or quiz. These cannot be made up.

Writing Groups:

We will have peer workshops (groups of 5) where you read your writing out loud to your classmates for review. You must bring multiple copies of your drafts for all members of your group on these days. Failure to do so will cause you to lose points.

Grammar Presentation:

You will be assigned groups for grammar presentations. Each group will conduct a 5-10 minute lesson on a grammar topic, including both instructional material and a quiz. Groups can select grammar topics from a list I will provide in the third week of class.

Mandatory Conference:

Within the first half of class, you are required to set up a 10-15 minute conference with me to either go over one of your essays or simply come to talk about your educational goals, your major, your life, or whatever! I want to get to know each and every one of you. Sign-ups for this are forthcoming.

Essay Presentation:

You will give a short presentation on either OC #2 or OC #3 in which you will BRIEFLY explain your thoughts to the class and walk us through your reasoning. Sign-ups will be in class.

Online Quizzes:

Online quizzes cover material in reading assignments, topics covered in class, and grammar. I will use these periodically to check your understanding of concepts. Make sure you leave plenty of time to take them, and make sure you are using a reliable internet connection. There are no make-ups.

Classroom Protocol**Participation**

If you are not in class, you cannot participate. What qualifies as participation: asking good questions; listening carefully and courteously to both me, your instructor, and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments. Participation points will be given based on whether or not you join discussions, and on short daily in-class free-writes/responses and quizzes. What does not qualify as participation: sleeping; staring; asking for repeated instructions; dominating discussions; making small talk; studying for another class; texting; going to the restroom. Time your bathroom breaks around class. Keep in mind that I will not necessarily tell you when you are gaining or losing participation points.

Absences

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas. If you miss a quiz or in-class writing, you cannot make it up. This is a college course, so if you miss a class it doesn't matter much why. If you miss class, you're missing valuable information. Arrive on time to each class and stay until the end of class. Arriving late or leaving early will result in a loss of participation points.

You should attend all meetings of this class, not only because you are responsible for material discussed in class, but because active participation is essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

Electronics

Cell phones, tablets, laptops, and electronics of any sort are not allowed in class and must be turned off and put away in your bag. If I see your phone or electronic device, you will lose all participation points for the day. I will assume that if you are staring at your hands in your lap, you are texting.

Food

Yes, you can bring in water, soda, tea, or coffee. Yes, you can eat small snacks that do not interfere with your ability to participate and which do not disturb others. No, you may not bring in bona fide meals, such as

cheeseburgers, burritos, or bowls. No, you may not eat chips. Avoid the pungent and the crunchy. Clean up if you spill something.

Sensitivity

We will discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Grading Policy

See below for assignment weights. Please note that the weights (percentages) are most important in calculating overall grades. Point value for specific assignments may change with notice, but section weights will remain the same.

Reading Responses *7 at least 1400 words at least	SLOs	15%
200 words/ 1-2 pgs each	1, 3, 4	3 pts each

In-class essays*4 2600 words at least	SLOs	25%
#1 650 words / 5pgs handwritten	1, 2, 3, 4, 5	5 pts
#2 650 words / 5pgs handwritten		10 pts
#3 650 words / 5pgs handwritten		10 pts
#4 650 words / 5pgs handwritten		10 pts

Out-of-class essays*4 4000 words at least	SLOs	50%
#1 1000-1200 words/ 4-5pgs	1, 2, 3, 4, 5	20 pts
#2 1000-1500 words/ 4-6pgs		20 pts
#3 1000-1500 words/ 4-6pgs		20 pts
#4 1000-1200 words/ 4-5pgs		20 pts

Secondary Content	SLOs	10%
In-class free-writes & quizzes	1, 2, 5	2pts each
Grammar Presentation	5	5pts
Mandatory Conference	1, 2, 3	5pts
Essay Presentation	3, 4	5pts
Online Quizzes	3, 5	2pts each
Weekly Participation	1, 2, 3, 4, 5	2pts each

Grading Scale

A-F. This class must be passed with a C or better (not a C-) to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

A+ 97-100%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F 0-59.9%
A 93-96.9%	B 83-86.9%	C 73-76.9%	D 63-66.9%	

A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%	
-------------	-------------	-------------	-------------	--

This course must be passed with a C or better as a CSU graduation requirement.

Extra Credit

Attend a Writing Center Workshop. Bring me a **confirmation slip** to show you attended. Worth 2pts. May be applied towards Secondary Content only. This can be done two times, but you can only turn in one slip per class meeting. (Don't try to hand in two slips on the last day!) The last day I accept confirmation slips is Dec. 10th.
<http://www.sjsu.edu/writingcenter/workshops/workshopregistration/>

Late Work

In-class work cannot be made up. This includes IC essays. Reading Responses and OC essays must be turned in at the beginning of class and on Turnitin/Canvas by the appointed time. No late Reading Responses are accepted. OC essays lose one full letter grade each day (M,T,W,R,F,Sa,Su) they are late. If you are late on a day that an OC essay is due, the OC essay is counted as late. If you neglect to also turn in your essay through Turnitin/Canvas by the appointed time, the essay will be counted as late. No OC essays are accepted if they are more than two class meetings late. OC#4 is the final, so it cannot be turned in late.

Contacting Me

Contact me through **Canvas**. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally unavailable over the weekends except to post updates. Remember to sign your name at the end of the message and put the course name/number in the subject line. Also, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional.

The "A" Paper

Thesis: Easily identifiable, clear, reasonable, insightful (teaches the reader something) with an obvious connection to the paper's title.

Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Topic sentence of each paragraph supports main thesis, and examples in each paragraph support the topic sentence and only the topic sentence

Use of evidence: Primary source information used to support topic sentence with at least one example. Summaries and quoted material is smoothly integrated into sentence syntax and cited according to MLA guidelines.

Analysis: Demonstrates an in-depth understanding of the ideas in the assigned reading and critically responds to those ideas in an analytical, persuasive manner. Analysis is fresh and exciting, posing new ways to think about the material. Work displays critical thinking and avoids simplistic description or summary of information.

Logic: All ideas in the paper flow logically from one point to the next. The paper makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.

Mechanics: Correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements. Creates appropriate college level, academic tone.

Aim for an A. Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments may result in a D or F in the course.

University Policies

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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

- [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>
- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at

the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Other Helpful Resources

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) at <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. (Note: You need to have a QR Reader to scan this code.)

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A, Section 28, Fall 2014, Course Schedule

The readings and assignments are **due** on the dates listed. This schedule is subject to change with fair notice. Notice of changes will be made in class or on Canvas. Other assignment due dates will be on Canvas.

Course Schedule

Week	Mondays	Wednesdays
1	<p>8/25 Syllabus</p> <p>IC #1 description OC #1 assigned</p> <p>Tonight after class:</p> <ol style="list-style-type: none"> 1) Accept the Canvas invitation. 2) Take the syllabus quiz on Canvas. 3) Turn in your introductory paragraph through Turnitin on Canvas. 4) Buy a pack of greenbooks. 5) You may want to review FG: Guiding Your Reader p312-317 	<p>8/27</p> <p>IC #1 Diagnostic (650 words) Bring a greenbook and loose leaf paper.</p> <p>Read: FG (Reading Strategies p396-413)</p> <p>NS Turning Japanese p155-158 Some Strategies for Reading p21-23 (Narrative p123-133) The Writing Process p24-36 (Focus on Planning, Generating Ideas, and Organizing and Drafting. We will talk about Revising and Editing later.)</p>
2	<p>9/1 Labor Day -No Class</p> <p>Read: FG Writing a Literacy Narrative p27-37 Key Features/Literacy Narratives p 42-43</p> <p>NS Storm Country p79-83 (description)</p>	<p>9/3</p> <p>IC #1 return</p> <p>Read: FG A Guide to Writing Literacy Narratives p43-51 Dialogue p376-381, esp. 376-378 Narrating p387-395</p> <p>NS Narrative p123-133 Orange Crush p161-164 (But Two Negatives Equal a Positive p135-142 dialogue usage)</p> <p>Send OC #1 draft through Canvas by Friday 11:59pm if you want my feedback.</p>
3	<p>9/8</p> <p>OC #1 draft workshop</p> <p>Read: FG Purpose, Audience, Genre, Stance p3-15 review p49-50 Formatting example p524-532</p> <p>NS The Sanctuary of School p177-181</p>	<p>9/10</p> <p>OC #1 Literacy Narrative (1000-1200 words)</p> <p>Read: FG Writing in Academic Contexts p19-24 NS</p>

4	<p>9/15 Read: FG Analyzing Texts p52-57 NS</p>	<p>9/17 OC #1 return Come up with a thesis for IC #2. See esp. FG p75. Read: FG Just One More Game.... p64-69 p69-75 NS</p>
5	<p>9/22 IC #2 outlining workshop Read: FG Analyzing Texts cont. p76-81 Describing p367-375 NS Writing Paragraphs p42-58</p>	<p>9/24 IC #2 Description/Analysis (650 words). Bring a greenbook. Bring in a visual text. Read: FG NS Description p59-70</p>
6	<p>9/29 OC #2 assign Read: FG (Literary Analyses p81-86) NS Comparison and Contrast p353-362 Football vs. Asian Studies p364-367</p>	<p>10/1 IC #2 return Read: FG NS Watching Oprah from Behind the Veil p368-370 Gender in the Classroom p397-403</p>
7	<p>10/6 In-class paragraph workshop. Bring in paragraph proposal. How are your two texts connected? Read: FG Proposals p213 NS</p>	<p>10/8 OC #2 draft workshop -online comments Post your OC #2 draft to Canvas by Thursday 11:59pm. Read: FG Getting Response and Revising p275-281 NS</p>
8	<p>10/13 OC #2 online comments due by 12:00 noon in-class workshop Read: FG NS</p>	<p>10/15 OC #2 Compare and Contrast (1000-1500 words) Short presentation for half of the class. Read: FG NS</p>
9	<p>10/20 Read: FG NS Definition p412-420 Canvas The Reprehensibility of the White Lie p206-209</p>	<p>10/22 Read: FG NS Guys vs. Men p427-433 Redefining Definition p449-452</p>

10	<p>10/27 IC #3 outlining workshop</p> <p>Read: FG Defining 356-366 NS Canvas The Meaning of Friendship in a Social-Networked World p210-213</p>	<p>10/29 IC #3 (Re)Definition Essay (650 words) Bring a greenbook.</p> <p>Read: FG NS How Boys Become Men p316-319</p>
11	<p>11/3 OC #3 assign</p> <p>Read: FG NS Argument p517-532 Two Years Are Better Than Four p534-538</p>	<p>11/5 IC #3 return</p> <p>List two outside sources that you would like to use in your essay. Are they credible?</p> <p>workshop</p> <p>Read: FG skim "Finding Sources" p432-452 read "Evaluating Sources" p453-456 "Synthesizing Ideas" p457-461</p> <p>NS Empathy p550-555 English is a Crazy Language p216-219 (choosing good examples)</p>
12	<p>11/10 Paraphrase or summarize one source you would like to incorporate into your essay. Include MLA citation.</p> <p>paraphrase/summary workshop</p> <p>Read: FG Quoting, Paraphrasing, and Summarizing p462-474 Acknowledging Sources, Avoiding Plagiarism p475-479 Documentation p480-483 Documentation Map p496, 504-505, 509, 512</p> <p>NS Mind Over Mass Media p559-562</p>	<p>11/12 Debate</p> <p>Read: FG Arguing a Position p119-124; p127-135; p135-147 NS Mind and Media: Is Google Making Us Stupid? p558-576</p>
13	<p>11/17 OC #3 draft workshop</p> <p>Read: FG Arguing a Position cont. p147-149</p> <p>NS</p>	<p>11/19 OC #3 Argumentation (1000-1500 words)</p> <p>Short presentation for half of the class.</p> <p>Read: FG NS</p>

14	11/24 Read: FG NS Two Essays on Writing p2-19	11/26 OC #3 return Read: FG Reflections p214-221 NS
15	12/1 IC #4 prepare Bring in a rough outline. Bring in your portfolio. Read: FG NS So, You Want to Be a Writer? Here's How. p322-324 How to Get Out of a Locked Trunk p333-339	12/3 IC #4 Self-Reflection (650 words) Bring a greenbook. OC #4 assign Read: FG NS
16	12/8 IC #4 return Read: FG NS	12/10 OC #4 draft, share party Read: FG NS 12/12 OC #4 Final Portfolio Essay (1000-1200 words) to my office by Dec 12 th , 12:00pm.

Important SJSU dates Fall 2014

Thursday..... August 21Academic Year Begins - Fall Semester Begins
Thursday - Friday.....August 21-22Orientation, Advisement, Faculty Meetings
Monday..... August 25First Day of Instruction - Classes Begin
Monday..... September 1.....Labor Day - Campus Closed (L)
Friday..... September 5.....Last Day to Drop Courses Without Entry on Permanent Record
Friday..... September 12.....Last Day to Add Courses & Register Late (A)
Monday..... September 22.....Enrollment Census Date (CD)
Tuesday.....November 11.....Veteran's Day - Campus Closed (V)
Wednesday..... November 26.....Classes that start at 5:00 PM or later will not meet.
Thursday..... November 27.....Thanksgiving Holiday - Campus Closed (T)
Friday.....November 28.....Rescheduled Holiday - Campus Closed (RH)
Wednesday.....December 10.....Last Day of Instruction - Last Day of Classes
Thursday..... December 11.....Study/Conference Day (no classes or exams) (SC)
Friday..... December 12.....Final Examinations (exams)
Monday-Thursday..... December 15-18.....Final Examinations (exams)
Friday..... December 19.....Final Examinations Make-Up Day (MU)
Monday..... December 22.....Grade Evaluation Day (E)
Tuesday..... December 23.....Grades Due From Faculty - End of Fall Semester (G)
December 24 - January 20.....WINTER RECESS