

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 68, Fall 2014

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Office Hours:	Mondays & Wednesdays 1:30–2:30 PM, and by appointment (Please note: No office hours on SJSU holidays)
Class Days/Time:	Tuesdays and Thursdays, 12:00-1:15 PM (TR 1200-1315)
Classroom:	Boccardo Business Complex (BBC) 122
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	Written Communication A2

MYSJSU Messaging and Canvas

Announcements and copies of course materials such as the syllabus, assignment sheets, and handouts will generally be distributed over email and posted on Canvas. You are responsible for regularly checking the email account associated with your MySJSU account and the course page on Canvas.

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. Students will be introduced to citing sources.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

Course Goals and Student Learning Objectives

Course Goals and Student Learning Objectives

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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives for GE Area A2

Students shall

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

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 AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Materials

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford [Indicated as *EW* in course schedule]

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

Other Required Textbooks

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W. W. Norton & Co., 2013. Print. ISBN: 978-0-393-91956-1 [**Indicated as *NFG* in course schedule**]

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W. W. Norton & Co., 2013. Print. ISBN: 978-0-393-91946-2 [**Indicated as *NS* in course schedule**]

All books can be purchased at Spartan Books and through Internet sellers, some of which can be accessed through this link: <http://www.sjsu.edu/english/donations/>. Be sure that any text you buy has the correct ISBN (as indicated in the listings above).

Required Web/Internet Readings and Online Resources:

Albert Einstein, "An Ideal of Service to Our Fellow Man"
<http://thisibelieve.org/essay/16465/>

Morris Mchawia Mwavizo, "There Is Always a Way Out"
<http://thisibelieve.org/essay/133302/>

Craig Newmark, "That Golden Rule Thing" <http://thisibelieve.org/essay/27137/>

Elizabeth (No last name given), "This I Believe" <http://thisibelieve.org/essay/17709/>

Christian McBride, "Be Cool" <http://thisibelieve.org/essay/22949/>

You can access the SJSU Library online: <http://library.sjsu.edu/>

Other Required Materials:

You will need to bring paper (I recommend a notebook with detachable pages) plus a supply of blue or black ink pens to class each day. You will need to bring "blue books" (paper exam booklets, often green these days) for the in-class Writing Sample assignment at our second class meeting and for all subsequent in-class essays. I strongly recommend a decent-sized folder for storing all your work during the semester: you will need to refer to previous assignments when writing your final reflection essay at the end of the course.

Recommended Materials:

A college-level English dictionary: any will do, but I recommend *Merriam-Webster's Collegiate Dictionary, Eleventh Edition* (info: <http://www.merriam-webster.com/cgi-bin/book.pl?c11.htm>) if you don't already have one. You will have the option to use a print (paper) dictionary during in-class exams.

Classroom and General Protocols

Our classroom environment is everyone's responsibility. You are required to be courteous to your classmates and to the instructor. People sometimes forget that the classroom is a professional setting where the rules that govern a business meeting typically apply. For example, electronic devices such as cellular phones and laptop computers need to be turned off (unless a particular activity warrants their use, in which case the instructor will clearly indicate that), and you should avoid coming to class late: this impacts your learning and can also be distracting for everyone else.

If an emergency arises that requires your absence from class, or you are taken ill, you would do well to contact the instructor at your earliest opportunity by email. Simply prioritizing your education behind other time commitments does not constitute an emergency. However, life happens; stay in touch, so you can avoid falling behind in this fast-paced, intensive course. Exchanging contact info with at least one other student in the class is also a very good idea.

Academic protocols for written work require that all quotations must be enclosed in quotation marks or, when more than three lines, put in an indented block. Full citation of the original author and source must also be included. For all papers, review *The Everyday Writer* for help with quote integration, formatting, and citation. See the SJSU policy on Academic Integrity (<http://info.sjsu.edu/web-dbgen/narr/static/catalog/integrity.html>) for help defining and avoiding plagiarism.

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>.

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.



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

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.

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096; Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 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.

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

In written assignments for English 1A, the grading scale is based on the following criteria:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The “A” essay is articulate and well developed with fluid transitions and a clear and persuasive use of examples, evidence, or research materials. An “A” essay contains a fresh insight which teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] = Above average: The “B” essay demonstrates a good understanding of its subject, a clear and persuasive use of examples or evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an “A” essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The “C” essay makes a good attempt at all the assignment’s requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by “A” and “B” essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use examples or evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below Average: The “D” essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A “D” essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An “F” essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Turnitin.com Requirement and Late Penalties

Rough drafts and final drafts of formal written assignments will be reviewed on turnitin.com, as will some of our Informal Writing (IW) assignments, for potential plagiarism. To receive any credit on each of these assignments, you must upload an electronic copy to Canvas (no separate submission to turnitin.com is required).

Late penalties will initially be based on whether or not a paper copy has been turned in, on time, in class. If neither the paper copy nor the electronic version is submitted on the day an assignment is due, 10% of the possible points (one full letter grade) will automatically be deducted from any grade the essay earns. If more than a week has passed after a due date and *both* paper and electronic versions have not been submitted, the assignment will not be accepted without prior instructor approval.

The *only* way to avoid such penalties is to contact the instructor in writing *before* the due date to explain your particular situation and to request a possible extension. Please note that any extension will be given at the instructor’s sole discretion. Similarly, if you miss an in-class essay exam, any make-up exam will be offered at the instructor’s sole discretion: depending on the circumstances, a grade penalty might also apply.

Please note: Any assignment not turned in or not accepted—for whatever reason—will receive a **zero**, resulting in **0%** or **No Credit** on that assignment. This applies to formal written assignments, in-class essay exams, informal writings, and class activities.

Course Grade Calculation Overview

Your final course grade will be determined based on a combination of formal written assignments, in-class essay exams, informal writing assignments, and class participation. More specifics on each are available in the Assignments table (Table 1) and in the Course Schedule table (Table 2). A brief listing and some basic information follow.

Paper 1: Letter Grade basis, A-F; 10% of course grade

Paper 2: Letter Grade basis, A-F; 20% of course grade
 Paper 3: Letter Grade basis, A-F; 25% of course grade
 Paper 4 (Final Exam): Letter Grade basis, A-F; 20% of course grade
 In-Class Essay Exam 1: Letter Grade basis, A-F; 5% of course grade
 In-Class Essay Exam 2: Letter Grade basis, A-F; 5% of course grade
 Informal Writings: Credit, Partial Credit, or No Credit basis; 10% of course grade.
 Class Participation: Credit, Partial Credit, or No Credit basis; 5% of course grade.

Please note: Class Participation credit will mainly be based on specific course activities, including the initial Writing Sample, group work, Canvas activities (discussion boards, etc.), Learning Curve exercises, and Final Presentation. Your participation grade will also be determined based on your overall contribution to the course throughout the semester.

University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to 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) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments Table (Table 1) – Due Dates Subject to Change with Reasonable Notice

Paper 1, “This I Believe” Essay: Rough draft due September 9; Final draft due September 16	1–2 page personal essay (Rough Draft: 250 words; Final Draft: 500 words) [SLO 2, 3, 4, 5]	10%
Paper 2, Comparative Essay on Identity: Rough draft due October 23; Final draft due November 4	4–5 page analysis & argument (Rough Draft: 1000 words; Final Draft: 1250 words) [SLO 1, 2, 3,4, 5]	20%
Paper 3, Argumentative Essay with Research (Revision Assignment): Rough draft due November	5–7 page major revision and expansion, to include research, of In-Class Essay Exam 2 (Rough Draft: 1000	25%

20; Final draft due December 4	words; Final Draft: 1500 words) [SLO 1, 2, 3, 4, 5]	
Paper 4, Reflective Analysis Essay (Final Exam): Due Friday, December 12, by 11:59 PM on Canvas	4–5 page reflective analysis essay (1250 words minimum) [SLO 2, 3, 4, 5]	20%
In-Class Essay Exam 1: October 2	1.25 hours (@500 words) [SLO 1, 2, 3, 4, 5]	5%
In Class Essay Exam 2: November 6	1.25 hours (@500 words) [SLO 1, 2, 3, 4, 5]	5%
Class Participation	In-class and homework activities including writing, group work, presentations, discussions, grammar exercises, and quizzes [SLO 1, 2, 3, 4, 5]	5%
Informal Writing assignments [These will be indicated as IW in the Course Schedule and in announcements, both in class and through Canvas/email, as they are added during the semester.]	Brief writing tasks, often assigned as homework. These will include a wide range of assignments such as reading notes and summaries, outlines, paragraphs, 1-page essays, etc. [SLO 1, 2, 3, 4, 5]	10%
Writing Sample: In-class essay exam, August 28	1.25 hours (@500 words) [SLO 1, 2, 3, 4, 5]	(Counts toward your Class Participation grade)
Final Presentation: Brief reflection on yourself as a writer; December 18	2-3 minute oral presentation [SLO 2, 3, 4]	(Counts toward your Class Participation grade)
Total		100%

Final Assignment:

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. This course does not have a final exam.

English 1A, Section 68, Fall 2014 Course Schedule (Table 2)

*This schedule is subject to change with reasonable notice given in class and via email. Expect, for example, additional readings in *The Everyday Writer* [EW] and other activities (such as *Learning Curve* exercises) to be assigned. Further topics and tasks for *Informal Writings* [IW] will also be announced as the semester progresses.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 26	Introduction: Course Overview; IW 1, “Who Are You?” (written in class—bring paper and pen)
	August 28	In-Class Essay: Writing Sample. Bring “blue book” and pen(s). Read: “How to Use This Book,” (<i>NFG</i> xv–xvii); Chapter 1, “Purpose” (<i>NFG</i> 3–4); Chapter 2, “Audience” (<i>NFG</i> 5–8); Chapter 3, “Genre” (<i>NFG</i> 9–11); Chapter 4, “Stance” (<i>NFG</i> 12–15); Lederer, “English is a Crazy Language” (<i>NS</i> 216–221)
2	September 2	Read these 5 short essays, available online: Albert Einstein, “An Ideal of Service to Our Fellow Man” http://thisibelieve.org/essay/16465/ Morris Mchawia Mwavizo, “There Is Always a Way Out” http://thisibelieve.org/essay/133302/ Craig Newmark, “That Golden Rule Thing” http://thisibelieve.org/essay/27137/ Elizabeth (No last name given), “This I Believe” http://thisibelieve.org/essay/17709/ Christian McBride, “Be Cool” http://thisibelieve.org/essay/22949/
	September 4	Read: Woolf, “The Death of the Moth” (<i>NS</i> 630–633); Chapter 1, “Reading as a Writer,” in the <i>Norton Sampler</i> (<i>NS</i> 1–23); Chapter 15, “Memoirs” (<i>NFG</i> 187–190); Chapter 18, “Reflections” (<i>NFG</i> 217–221)
3	September 9	Rough Draft of Paper 1, “This I Believe” essay, due: bring hard copy to class to share in peer review groups; upload electronic copy to Canvas. Read: Chapter 25, “Drafting” (<i>NFG</i> 266–268); Chapter 37, “Describing” (<i>NFG</i> 367–375); Chapter 40, “Narrating” (<i>NFG</i> 387–395); McDonald, “A View from the Bridge” (<i>NS</i> 90–95); Li, “Orange Crush” (<i>NS</i> 161–166)
	September 11	Read: Chapter 28, “Editing and Proofreading” (<i>NFG</i> 282–286); Chapter 31, “Guiding Your Reader” (<i>NFG</i> 312–317); Mebane, “The Back of the Bus” (<i>NS</i> 167–176); Barry, “The Sanctuary of School” (<i>NS</i> 177–183); Chapter 21, “Language that Builds Common Ground” (<i>EW</i> 250–256)

Week	Date	Topics, Readings, Assignments, Deadlines
4	September 16	Final draft of Paper 1, “This I Believe” essay, due: bring hard copy to class, submit electronically to Canvas. Read: Chapter 8, “Process Analysis,” in <i>NS</i> : Introductory section (<i>NS</i> 292–303), Goodman’s “So, You Want to Be a Writer? Here’s How” (<i>NS</i> 322–326), and Weiss’s “How to Get Out of a Locked Trunk” (<i>NS</i> 333–341); Chapter 39, “Explaining Processes” (<i>NFG</i> 382–386)
	September 18	Read: Chapter 6, “Writing in Academic Contexts” (<i>NFG</i> 19–24); Chapter 22, “Writing as Inquiry” (<i>NFG</i> 251–254); Chapter 13, “Evaluations” (<i>NFG</i> 164–172); Wendel, “King, Kennedy, and the Power of Words” (<i>NS</i> 487–492)
5	September 23	IW due: Process Analysis (bring hard copy to class; upload electronic copy to Canvas). Read: Montgomery, “The Island of Plenty” (<i>NS</i> 539–544); Buffet, “Stop Coddling the Super-Rich” (<i>NS</i> 274–278); Chapter 41, “Reading Strategies” (<i>NFG</i> 396–413); Chapter 45, “Evaluating Sources” (<i>NFG</i> 455–456 [“Reading Sources with a Critical Eye”])
	September 25	Read: Sojourner Truth, “Ain’t I a Woman?” (<i>NS</i> 627–629); King, “I Have a Dream” (<i>NS</i> 634–639); Watts, “The Color of Success” (<i>NS</i> 247–252); Chapter 8, “Analyzing Texts” (<i>NFG</i> 62–64 [Safire, “A Spirit Reborn”], 69–81); Chapter 13, “Analyzing Arguments” (<i>EW</i> 143–161)
6	September 30	Read: Chapter 24, “Generating Ideas and Text” (<i>NFG</i> 259–265); Chapter 47, “Quoting, Paraphrasing, and Summarizing” (<i>NFG</i> 462–474); Chapter 48, “Acknowledging Sources, Avoiding Plagiarism” (<i>NFG</i> 475–479); Chapter 12, “Critical Reading” (<i>EW</i> 129–143)
	October 2	In-Class Essay Exam 1 today: Bring “blue book,” <i>NS</i> , and pen(s). Read: Chapter 42, “Taking Essay Exams” (<i>NFG</i> 414–418)
7	October 7	Read: Chapter 30, “Beginning and Ending” (<i>NFG</i> 299–311); Chapter 14, “Constructing Arguments” (<i>EW</i> 161–184); Chapter 3, “Writing Paragraphs” (<i>NS</i> 42–58)
	October 9	Read: Chapter 34, “Classifying and Dividing” (<i>NFG</i> 342–347); The Onion, “All Seven Deadly Sins Committed at Church Bake Sale” (<i>NS</i> 200–205); Kothari, “If You Are What You Eat, Then What Am I?” (<i>NS</i> 442–448)
8	October 14	Read: Chapter 35, “Comparing and Contrasting” (<i>NFG</i> 348–355); Jacoby, “Watching Oprah from Behind the Veil” (<i>NS</i> 368–372); Soto, “Like Mexicans” (<i>NS</i> 390–396); Cohen, “The Meaning of Life” (<i>NS</i> 406–411)
	October 16	Read: Wu, “Homeward Bound” (<i>NS</i> 206–210); Tan, “Mother Tongue” (<i>NS</i> 253–261); Barrientos, “Se Habla Español” (<i>NS</i> 436–

Week	Date	Topics, Readings, Assignments, Deadlines
		441); Tannen, “Gender in the Classroom” (<i>NS</i> 397–405)
9	October 21	Read: Rose, “Blue-Collar Brilliance” (<i>NS</i> 459–470); Nuñez, “Climbing the Golden Arches” (<i>NS</i> 493–498); Gates, “A Giant Step” (<i>NS</i> 499–505)
	October 23	Rough Draft of Paper 2, Comparative Essay, due: bring hard copy, typed/printed, to class to share in Peer Review Workshop ; upload electronic copy to Canvas. Read: Chapter 26, “Assessing Your Own Writing” (<i>NFG</i> 270–274); Chapter 27, “Getting Response and Revising” (<i>NFG</i> 275–281)
10	October 28	Read: Chapter 33, “Arguing” (<i>NFG</i> 323–335 [through “Choosing Appropriate Evidence”]); White and Arp, “Should Batman Kill the Joker?” (<i>NS</i> 545–549)
	October 30	Read: Chapter 33, “Arguing” (<i>NFG</i> 335–341 [from “Convincing Readers You’re Trustworthy”]); Huffington, “Empathy: What We Need Now” (<i>NS</i> 550–557)
11	November 4	Final Draft of Paper 2, Comparative Essay, due: bring hard copy to class, submit electronically to Canvas. Review Chapter 42, “Taking Essay Exams” (<i>NFG</i> 414–418) and handout on “Taking Essay Exams: Basic Steps”
	November 6	In-Class Essay Exam 2 today: Bring “blue book” and pen(s). Read: Chapter 10, “Arguing a Position” (<i>NFG</i> 119–135 [Sample argumentative essays])
12	November 11	*Veterans Day* - Campus Closed; NO CLASS MEETING
	November 13	Read: Chapter 10, “Arguing a Position” (<i>NFG</i> 135–149 [rest of chapter]); “Mind and Media: Is <i>Google</i> Making Us Stupid?” (<i>NS</i> 558–576): introduction (558), Pinker’s “Mind over Mass Media” (559–562), Carr’s “Hal and Me” (563–569), and Lunsford’s “Our Semi-Literate Youth? Not so Fast” (570–576)
13	November 18	Read: Chapter 44, “Finding Sources” (<i>NFG</i> 432–452); “Moneyball: Are College Sports Worth the Price?” (<i>NS</i> 577–601): introduction (577), Rosenberg’s “Let Stars Get Paid” (578–583), Posnanski’s “College Athletes Should Not Be Paid” (584–590), Pappano’s “How Big-Time Sports Ate College Life” (591–600), and “Analyzing the Arguments” section (601).
	November 20	Rough Draft of Paper 3, Argumentative Essay with Research, due: bring hard copy, typed/printed, to class to share in Peer Review Workshop ; upload electronic copy to Canvas. Read: Chapter 49, “Documentation” (<i>NFG</i> 480–483); Chapter 18, “Integrating Sources and Avoiding Plagiarism” (<i>EW</i> 224–234)

Week	Date	Topics, Readings, Assignments, Deadlines
14	November 25	Read: Chapter 50, “MLA Style” (<i>NFG</i> 484–521 [skim for familiarity], 521–532 [from “Formatting a Paper,” read/review all]; Swift, “A Modest Proposal” (<i>NS</i> 612–622)
	November 27	*Thanksgiving* - Campus Closed; NO CLASS MEETING
15	December 2	Read: Chapter 29, “Compiling a Portfolio” (<i>NFG</i> 291–294); Kingsolver, “In Case You Ever Want to Go Home Again” (<i>NS</i> 143–147)
	December 4	Final Draft of Paper 3, Argumentative Essay with Research, due: bring hard copy to class, submit electronic copy to Canvas. Read: Chapter 56, “Giving Presentations” (<i>NFG</i> 612–620); Sedaris, “Laugh, Kookaburra” (<i>NS</i> 227–237)
16	December 9	Read: Chapter 32, “Analyzing Causes and Effects” (<i>NFG</i> 318–322); Steinbach, “The Miss Dennis School of Writing” (<i>NS</i> 96–105)
	December 12 (Friday)	Paper 4, Reflection Essay (Final Exam), due: upload electronic copy to Canvas by 11:59 PM. <u>No Late Papers Accepted.</u>
Final Exam		Thursday, December 18, 10:00 AM – 12:00 PM in our normal room, BBC 122. Final Presentations: Brief (2-minute) reflection on your growth as a writer.

Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
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)
Mon-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)