

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE A3), Section 13, Fall 2014**

**Instructor:** Ilyssa Russ  
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**Office Hours:** M/W: 12:00-1:00PM ; By Appointment  
**Class Days/Time:** Monday / Wednesday 1:30-2:45PM  
**Classroom:** Boccardo Business Center 128  
**Prerequisites:** Passage of English 1A (C or better) or approved equivalent.  
**GE Category:** Written Communication A3

**Class Theme**

This semester's 1B course will explore the idea of Pop Culture in the United States and, potentially, on the global sphere. We will examine many facets of popular television, film, advertising, and the spread of "news" through social networking outlets, Youtube, Reddit, and other new media. This is a discussion-intensive, student-driven course.

**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 requirement for 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; critical thinking skills; 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 English 1A (C or better) or approved equivalent.

**Course Goals and Student Learning Objectives**

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.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- Application of critical thinking skills.
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Student Learning Objectives**

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### **Required Texts/Readings**

#### **Textbooks:**

*They Say / I Say*. Gerald Graff (3<sup>rd</sup> ed. ISBN: 9780312647001)

**In class and in the syllabus we will abbreviate this text as “They Say”**

*Signs of Life in the USA*, Sonia Maasik and Jack Solomon (7th ed. ISBN: 9780312566005)

**In class and in the syllabus we will abbreviate this text as “SOL”**

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford (Print ISBN: 9781457667121 Available at the Spartan Bookstore)

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

**In class and in the syllabus we will abbreviate this text as “EW”**

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin’s online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin’s Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

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

### **Other equipment / material requirements:**

Multiple green books for a total of three in-class essays.

A small journal that you will turn in at the end of the semester.

A folder / portfolio to store ALL of the work you complete in this course

Computer / Internet Access for TED Talks and Canvas Submissions.

### **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

## **My Policies**

**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. If you miss a quiz, 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. A note: If you're late to class or if you leave class early, you may not receive credit for your participation that day (unless we have a previous arrangement).

**Late Work:** I do not accept late work. Late out-of-class essays will be dropped one full letter grade for each day late (a "B" paper due Monday and turned in on Wednesday will receive a "D"). If you know you will miss class for an athletic event or family wedding or something that is planned, then extensions on papers may be given on a case-by-case basis. However, this is ONLY if you contact me 48 hours in advance of the due date asking for one. You may not ask for an extension the day before a paper is due.

**Email and Contact:** Please contact me through the messaging service on Canvas—not my email unless you have no other option. I will try to respond to your messages within 24 hours. Please be courteous with your timing (I may not see your desperate message at 2 AM the day an assignment is due). I am your instructor, not your FaceBook friend, so please remember to use appropriate language when messaging me.

Come see me during office hours. Please. I would love to get to know you all well. My office has an open-door policy. If I'm not available for office hours at the same time you are, send me a message and we'll set something up. I am more than willing to help you at any stage of your writing process from brainstorming to revising. I guarantee that my help will increase your chances of an "A" paper—take advantage of my office hours!

**Classroom Expectations:** Everyone deserves to be heard in this course. I am personally committed to having students' take charge of their own learning and apply outside readings / viewings they find interesting to the rest of the class for evaluation at certain times this semester. For this reason, at times we may discuss or watch some touchy or controversial material. I would ask that you would be courteous to your classmates and respectful of their thoughts and opinions even if they differ from your own. This class is a safe space, so please feel free to ask questions and speak your mind (as long as you remain respectful). This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another—not to take cheap shots at others' work.

**Technology:** I expect you to show up to class awake, aware, and present. Bring some coffee if you need help waking up (you can bring me coffee too ☺). Bring a snack if you need fuel for your brain. But, cell phone, laptop, iPod, iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students. When you come to class, put all of these items away and do not take them out until class is finished. If you MUST take notes on your laptop, see me and I may be able to make an exception.

## Assignments and Grading Policy

Percentage Breakdown of Major Assignments:

<b>IN-CLASS ESSAYS</b>	<b>Word Count</b>	<b>Point Value</b>
Writing Sample	600	0
Visual Rhetorical Analysis	750	100
Argument	750	100

--In-Class Essays: **200 points** = 20% [SLO 2-5]

<b>OUT-OF-CLASS ESSAYS</b>	<b>Word Count</b>	<b>Point Value</b>
Evaluation (OC #1)	1000	50
Rhetorical Analysis (OC #2)	1000	100
Research Paper and its Components (OC #3)	2000	150
Reflection (Final Portfolio)	1200	200

--Out-of-Class Essays: **500 points** = 50% [SLO 1-5]

<b>PARTICIPATION</b>	<b>Point Value</b>
In-Class Participation (Workshops / Group Work / Quizzes / other small homeworks)	50
Reader Responses (8 total)	10 points x 8 = 80
1 Hot Seat Reader response	20
Hot Seat Teaching [SLO 1-5]	80
Mandatory Conference	25
Journal	25

--Participation: **300 points** = 30%

<b>Grading Scale</b>
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<b>A</b> [1000-930 points]	<b>B-</b> [829-800 points]	<b>D+</b> [699-670 points]
<b>A-</b> [929-900 points]	<b>C+</b> [799-770 points]	<b>D</b> [669-600 points]
<b>B+</b> [899-870 points]	<b>C</b> [769-730 points]	<b>F</b> [599 points and lower]
<b>B</b> [869-830 points]	<b>C-</b> [729-700 points]	

\* The only **extra credit** available in this course will be if you come and visit me for a writing conference during my office hours. And by extra credit I mean that you have a much better chance of scoring higher on your out-of-class essays (worth over 50% of your grade) if you spend time talking to me about your paper. There will be **absolutely no freebies / extra points awarded otherwise.**

## Main Course Content

### Online Component:

**Canvas:** <http://www.sjsu.edu/at/ec/canvas/index.html> We will be integrating the Canvas platform in this course in order to submit all final drafts of papers (and first drafts for comments) and to download and view certain course materials. You are already signed up and invited to the course. You will find the Syllabus posted there as well as Assignments and Modules with the breakdown of each weeks' activities. I will make class announcements through this page rather than e-mail. Please make yourself acquainted with the website (and upload an avatar if you wish!) and let me know if you have any questions.

**Reading and Writing:** English 1B, like English 1A, is a reading-intensive course. Readings will include useful models of writing for academic, general and specific audiences but they will also include material that shows methods of rhetoric, persuasion, argument, and—yes—manipulation. You will have reading assignments to complete for almost every class period, and some form of writing will accompany each reading whether that is in the form of Reader Responses, in-class journaling, or group work. “Texts” may come in the form of our written textbooks or online/video viewings. Most of the assigned essays will be based upon or draw upon the readings / viewings. It is therefore imperative that you complete the readings / viewings *prior to each class* and come with your book and Reading Responses prepared to discuss them in class.

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 6000 words (4000 final). This minimum requirement excludes the final portfolio (OC #4), reading responses, quizzes, and any brief or informal assignments.

**In-Class Essays:** In-Class Essays will be written in green books in legible blue or black ink only. In-class essays may only be made up in SPECIAL circumstances. Please plan on being in class when we do these essays. You **MUST** contact me for special arrangements if you know you will not be able to attend class the day of an in-class essay. At least one IC topic will be made known ahead of time for preparation. *The ungraded Writing Sample is due in paper form in class the second day we meet.*

**Out-of-Class Essays (OCs):** You will have three major out of class essays. In lieu of a final examination you will have a final reflection paper (1200 words). All Final Drafts will be submitted online through Canvas. All essays must include a word count at the end of the submission. You do not need to turn in a physical copy unless you are turning the paper in late. 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. Use the OWL guide to help you.  
<http://owl.english.purdue.edu/owl/resource/747/01/>

***Take note: Improperly formatted papers will lose points.*** All comments on papers and rubric uploads / grading will be done online through Canvas. You go to the submission page and view comments. If you have trouble viewing your feedback let me know!

**Portfolio Final Paper:** As mentioned, this course does not have a final exam. You will not take a final exam with the English department on Saturday, December 13<sup>th</sup>. Instead of a final exam, you will write a critical reflection about your work during the course. 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. **While we will not have a formal final exam we WILL meet as a class on our scheduled Final Exam day: Tuesday, December 16<sup>th</sup> at 12:15-2:30. At this time you will present a bit of your research paper and/or critical reflection.**

**Drafts:** You will be required to submit DRAFTS for all out of class papers. Each draft has a proper submittal page on Canvas so that you can easily submit it for my perusal. Writing groups will require printed drafts, so make sure to keep one of these for your portfolio at the end of the course. I expect that all drafts will have: 1) A Working Thesis. 2) At least one full body paragraph with a topic sentence, concrete details, and commentary. 3) An outline for the rest of the paper. Drafts should be (AT LEAST) around half the total allotted words that the final paper must fulfill. (1200 word final = around 600 word draft). Failure to submit a draft will result in a letter grade deduction from your paper (an “A-“ will become a “B+” ; a “B” paper will become a “B-“ and so on).

**Revisions:** Any paper you write for this class may be revised for a new grade, provided you work within an appropriate time frame. If you are willing do a major revision and to conference with me about it, I will read your revised paper and give you a new grade.

## Secondary Course Content

**Journals and Class Submissions:** Many classes will begin with journaling. Journals must be done in class and cannot be made up. You will turn this journal in at the end of the semester. You will also have the opportunity to submit your own ideas for readings / viewings for the rest of the class to enjoy. Take advantage of this responsibility for your own learning and please participate when I ask you to bring in samples from home!

**Reading Responses (8 + 1 Hot Seat Presentation):** Throughout the semester you will write a total of eight one-page reading responses in response to assigned essays (they are each worth 5 points). They are due at the beginning of class and they may be hand-written or typed. You will notice that on the syllabus there are more than eight scheduled—you only need to choose eight. The additional MANDATORY reading response is the one you prepare for your Hot Seat Presentation (it is worth 20 points)—the rest you can pick and choose from. Once a reader response is due it may not be made up at a later date. Therefore, stay on top of the readings and, if you procrastinate, do the first eight so you are done! For a good starting point, you should refer to the “Active Reading Questions” on page 24 of Signs of Life in the USA and the discussion questions at the end of each essay.

**Writing Groups:** I will assign you into groups for peer workshops. You will 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 so that you can edit each others' papers in real time. Failure to do so may cause you to lose points. Failure to attend the day of a writing group will result in a one full letter grade deduction on your paper.

**Hot Seat Teaching:** At one point during the semester you will prepare and share a response to one of our readings / viewings in our Hot Seat. You will sign up on Canvas for your preferred text and will receive a grading rubric explaining my expectations. The day that you do your hot seat teaching you do NOT have to do a Reader Response (your presentation takes the place of the reader response).

Guidelines:

1. You will be *teaching* the rest of us about what you've gathered from the reading / viewing in terms of its meaning, rhetorical strategies and techniques, etc. However this is NOT a summarization presentation—we all read it too...we know what it says. You need to show deeper analysis of the themes, strategies, images, and so on.
2. You must prepare a handout for the class and will also turn in a copy to me. The handout can be organized however you wish—ask me in office hours for help if you need it. You may absolutely pick up on one of the themes, write a paragraph on what you see, and then trace this theme through the reading with specific line citations as bullet points. You can also write a mini-essay with textual citations and analysis if you wish.
3. Your writing must be a minimum of 500 words and your presentation should be around 10 minutes. These items are worth 20 and 80 points, respectively.
4. You may not simply read your response to the class; this is a presentation and therefore requires interaction with your classmates.
5. The end of your presentation should include two-three questions for discussion to pose for the rest of the class. These questions are not included in your word count.

**Mandatory Conference:** Within the first half of the semester 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 am personally invested in you and your continued education. I want to get to know each and every one of you. Sign-ups for this will be forthcoming.

## A Final Note on Papers

### 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.



## **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 10<sup>th</sup> 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 1B Fall 2014 Course Schedule

*This schedule is subject to change, but I will give you fair warning.*

**Signs of Life = SOL || Everyday Writer = EW || They Say / I Say = TSIS**

Date	In Class Activities / General	Homework Due
<b>M 8/25</b>	Introductions / Go Over Syllabus <b>Assign Writing Sample</b> —Cultural Myth.	None
<b>W 8/27</b>	Vocabulary: Semiotics, Connotation, Denotation Introduction to <b>TSIS</b> : “I Take Your Point” 141-144	<b>SOL</b> : Introduction 1-36 <b>Writing Sample</b> —Cultural Myth
<b>M 9/1</b>	Labor Day—Campus Closed	TSIS: Introduction & “They Say” 1-29
<b>W 9/3</b>	Review “They Say” & “What’s Motivating This Writer?” TSIS 173 Pathos: Emotion <b>Assign OC #1: Evaluation Essay</b>	<b>TSIS</b> : Introduction & “They Say” 1-29 <b>SOL</b> : 81-89 ; “The Science of Shopping” 97-104 <b>Reader Response 1</b>
<b>M 9/8</b>	Ethos, Logos: Character & Reason Reading Discussion Evaluations cont. with “Teen ‘Haulers’” discussion	<b>EW</b> : Planning and Drafting 64-74 <b>TSIS</b> : Summarizing & Quoting 30-51 <b>SOL</b> : “Making Geek Chic” 159-163 <b>Reader Response 2</b>
<b>W 9/10</b>	<b>Writing Groups</b>	<b>OC #1 Draft Due on Canvas before class and paper copy in hand.</b> <b>TSIS</b> : “Yes/No/Okay, But” 55-67
<b>M 9/15</b>	“And Yet...” TSIS 68 Visual Rhetorical Analysis Introduce In-Class Essay <i>When You Come Home</i> activity SOL 181	<b>OC #1 Final Due on Canvas at 2PM TOMORROW (Tuesday 9/16).</b> <b>SOL</b> : “Brought to You B(u)y Intro” 171-180 <b>EW</b> : Critical Reading 123-135 <b>Reader Response 3</b>
<b>W 9/17</b>	“So What?” TSIS 92 Portfolio of Advertisements ~ <b>SOL: 264</b>	<b>TSIS</b> : “Skeptics...” 78-91 <b>SOL</b> : “What We Are to Advertisers” 182-187 and “Men’s Men and Women’s Women” 87-199 <b>Reader Response 4</b>
<b>M 9/22</b>	<b>In-Class Essay: Visual Rhetorical Analysis</b>	Bring Greenbook.
<b>W 9/24</b>	Persuasion	<b>SOL</b> : “Video Dreams” 271-286

	Fallacies Paragraph Workshop	<b>EW:</b> Developing Paragraphs 75-89 <b>TSIS:</b> “As a Result” 105-118 <b>Reader Response 5</b>
<b>M 9/29</b>	Morality and “Do Good”: The Rhetoric of Deviance <b>Introduce OC #2: Rhetorical Analysis</b>	<b>TSIS:</b> “Ain’t So / Is Not” 121-128 <b>SOL:</b> “Soprano...” 296-304 ; “Batman” 331-346 <b>Reader Response 6</b>
<b>W 10/1</b>	Rhetoric and Television	Class Submissions Due on Canvas before class <b>SOL:</b> “The Culture of American Film” Intro 365-376
<b>M 10/6</b>	<b>Writing Groups</b>	<b>OC #2 Draft Due on Canvas before class and paper copy in hand.</b> <b>EW:</b> Reviewing/ Revising 100-111
<b>W 10/8</b>	Grammar Day: Passive and Active Voice, MLA Style, Grammar Quiz	<b>EW:</b> Basic Grammar 294-310
<b>M 10/13</b>	Myths and Dreams: The Rhetoric of Film <b>Introduce Research Paper (OC #3)</b>	<b>TSIS:</b> “But Don’t Get Me Wrong” 129-138 <b>SOL:</b> “Star Wars: Creating the Myth” 386-395 ; “Inception as Deception” 417-420 <b>Reader Response 7</b> <b>OC #2 Final Due on Canvas at 2PM TOMORROW (Tuesday 10/14).</b>
<b>W 10/15</b>	The Rhetoric of Ethnic “Texts”	<b>SOL:</b> “Idiot’s Guide to India” 405-407 and “The Offensive Movie Cliché...” 407-412 <b>Reader Response 8</b>
<b>M 10/20</b>	<b>Library Day (Tentative)</b>	<b>Mandatory Attendance</b> <b>EW:</b> Research 173-189
<b>W 10/22</b>	In-Text Citations Revision Strategies: “He Says Contends” SOL 139	<b>EW:</b> Sources & Plagiarism 211-218 <b>SOL:</b> You-Topian Dreams 445-454 <b>TSIS:</b> “IMHO” 167-172 <b>1 page Proposal Due + 5-10 sources (non-annotated)</b>
<b>M 10/27</b>	<i>Breaking the Game</i> The Rhetoric of Video Games	<b>SOL:</b> “Virtual Popularity” 480-482 ; “Videogames...” 487-503

		<b>Annotated Bibliography Due</b> <b>Reader Response 9</b>
<b>W 11/3</b>	Reddit, Facebook, Instagram: The Rhetoric of Online Identity	<b>EW:</b> Writing a Research Project 220-227 <b>SOL:</b> “It’s All About Us” 469-471 ; “Enough About You” 472-474 <b>Reader Response 10</b>
<b>M 11/10</b>	<b>Writing Groups</b>	<b>OC #3 Draft Due on Canvas before class and paper copy in hand.</b>
<b>W 11/12</b>	Culture, Conflict, and Contradiction: The Rhetoric of Ambiguity	<b>SOL:</b> “American Paradox” 513-523 ; “I Won. I’m Sorry” 569-575 ; “The Gospel According to SpiderMan” 598-602 <b>Reader Response 11</b>
<b>M 11/17</b>	<b>In-Class Essay: Argument</b>	Bring Greenbook.
<b>W 11/19</b>	Race and the Other: The Rhetoric of Racial Identity	<b>SOL:</b> “American Makeover” 615-624 ; “Acting White” 637-646 ; “Being An Other” 667-671 <b>Reader Response 12</b>
<b>M 11/24</b>	LGBTQ: The Rhetoric of Sexual Identity	<b>SOL:</b> “The Gender Blur” 678-685 ; “American Dreams” 686-691 ; “My Big Fat Straight Wedding” 691-695 ; <b>Reader Response 13</b>
<b>W 11/26</b>	<b>No Class</b>	<b>Happy Thanksgiving!</b>
<b>M 12/1</b>	Welcome back! TED Talks <b>Introduce Portfolio Reflection Paper (OC #4)</b>	Watch TED Talks / Spoken Word. Links TBA.
<b>W 12/3</b>	In-Class Conferences	Polished Draft—Bring to Class at scheduled conference time. <b>OC #3 Final Due on Canvas at 2PM TOMORROW (Thursday 12/4).</b>
<b>M 12/8</b>	<b>Class Submissions</b>	<b>Class Submissions</b>
<b>W 12/10</b>	<b>Writing Groups</b>	<b>OC #4 (Portfolio) Draft Due on Canvas before class and paper copy in hand.</b>
<b>Tuesday 12/16 ; 12:15-2:30 PM</b>	<b>Final Culminating Experience. Attendance is Mandatory.</b>	

**Thursday  
12/19 at 2 PM**

**OC#4 Final Portfolio Paper Due in paper form in FO 109.  
Happy Holidays!**

### **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)