

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3)**  
**Section 23 (40733), Fall 2014**

<b>Instructor:</b>	Leslie Jacoby
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<b>Office Hours:</b>	Tuesdays 10:45 – 11:30 a.m.; Tuesdays 6:30 – 7:30 p.m.; By Appointment
<b>Class Days/Time:</b>	Tuesdays/Thursdays 7:30 a.m. – 8:45 a.m.
<b>Classroom:</b>	Boccardo Business Center (BBC) 122
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent
<b>GE Category:</b>	Written Communication C3

**Please read this “Green Sheet” carefully as it is your “Course Contract.” You will be expected to know and to comply with all policies, protocols, and practices as outlined below.**

**Course Description**

English 1B is the second course in SJSU’s two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

**Prerequisites:** Passage of Written Communication 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).
- 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).

<b>Student Learning Objectives (SLOs)</b>	
Upon successful completion of this course, students will demonstrate both orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:	
<b>Learning Objective 1 (SLO1)</b>	Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.
<b>Learning Objective 2 (SLO2)</b>	Students shall locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
<b>Learning Objective 3 (SLO3)</b>	Students shall 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.
<b>Learning Objective 4 (SLO4)</b>	Students shall effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
<b>Learning Objective 5 (SLO5)</b>	Students shall identify and critically evaluate the assumptions in and the context of an argument.
<b>Learning Objective 6 (SLO6)</b>	Students shall 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).

**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/Readings**

**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/>)

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 Materials

- ✿ *Archaeology: Cities, Empires, Religion, Migrations of the Past*. National Geographic Learning. Boston: Cengage Learning, 2013  
**ISBN: 13-978-1-133-60363-4**  
<http://yourshot.nationalgeographic.com/>
- ✿ Süskind, Patrick. *Perfume: The Story of a Murderer*. New York: Vintage, 1986. Print.  
**ISBN: 978-0-375-72584-5 (pbk)**
- ✿ “Perfume: The Story of a Murderer” (Movie), Director Tom Tykwer
- ✿ Friend, Carol E., Knight, Laura D., and Glazier, Teresa Ferster. *The Least You Should Know About Vocabulary Building (7th Edition)*. Boston: Wadsworth, 2005.  
**ISBN: 13: 978-0-495-91695-6**
- ✿ **Learning Management Tool: Canvas**

### Student Choice of Reading from:

- ✿ <http://www.nytimes.com/pages/todayspaper/index.html>
- ✿ <http://library.calstate.edu/sanjose/> (Articles and Databases)

### Other Resources and Material Requirements

A dictionary, rhetoric or rhetoric/reader, and handbook are appropriate materials for English 1B.

- ✿ College-level Dictionary /Thesaurus
- ✿ 3-Holed Lined Paper – for in-class writing
- ✿ Examination Booklets – Final Examination
- ✿ Printed Hard Copies of Assigned Articles

### Library Liaison

English & Comparative Literature  
Toby Matoush  
Phone: (408) 808-2096  
Email: toby.matoush@sjsu.edu

### Classroom Policies, Protocols, and Procedures

- ✿ **NO in-class work can be made up**
- ✿ **NO late papers will be accepted**
- ✿ **NO late homework will be accepted**
- ✿ **NO work will be accepted via email**
- ✿ Out-of-class papers will follow MLA Format - ONLY
- ✿ Poorly presented papers will be returned unread with a grade of “NC”
- ✿ Work suspected of plagiarism will be returned with a grade of “NC”
- ✿ All homework/papers will be turned in at the beginning of class time and placed on the front table
- ✿ Course success depends upon good attendance, preparedness, completion of reading assignments, and class participation
- ✿ All cell phones will be turned **on Silent Mode** during class time – students may use phones for digital text reference ONLY
- ✿ NO texting in class – if caught points will be taken away if becomes a problem
- ✿ All students must follow the English departmental policies
- ✿ All students must follow the SJSU policies, protocols, and procedures
- ✿ **You are responsible for understanding the policies, protocols, and procedures about add/drops, academic renewal, withdrawal**

### **Performance and Participation Assessment Criteria**

- ✿ *Accountability:* Class attendance and full participation are critical and assumed. By enrolling in this course, you commit to ongoing communication with the instructor and your teammates.
- ✿ *Classroom Decorum:* Create and sustain an ambiance supportive of all students, representing all walks of life and learning styles, promoting cultural competence, sensitivity, and appreciation.
- ✿ *Respect:* Tolerate all opinions even if they do not align with your own.
- ✿ *Time Management:* Submit work according to the Schedule, for *there are no make-ups for missed in-class activities. No late work accepted.* Only documented excuses (police report, physician detailed note, funeral announcement clearly showing relation to enrolled student) are the only cases whereby the professor *might consider* extensions for homework; submission plans will be decided on a case-by-case basis.
- ✿ *In-class Writing:* Handwriting must be completely legible to be assessed.

To improve our different types of communication skills, we will work in pairs or small groups to evaluate assigned reading as well as each other's writing. By the end of the semester, students will have met SJSU's one key requirement for this course, that is, writing 27 pages or 8,000 words.

The written and oral practice amplifies student confidence and readiness to work in the professional world. Further, this course is a writing workshop, which means that students will collaborate in a variety of capacities, including brainstorming as well as reading and critiquing each other's work.

### **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.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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."

### **Course Content**

#### **Writing**

In English 1B, your assignments will emphasize the skills and activities in thoughtful writing and critical thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six to eight essays, some graded and some used for revision, editing, and proofreading. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors.

#### **Reading**

The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, some readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

### Oral Presentation

You will be assigned a team project which will include making an oral presentation with two or three other peers. This project will require expansive and thoughtful research, and then in turn, will require the group to present the findings to class peers. The project includes creating engaging PowerPoint presentation slides, effective communication of difficult concepts, designing and executing a quiz and a short writing exercise to be graded by the team. Noncompliance with the assignment parameters may be grounds for failure or no credit.

### Research

English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

### Credit Hours: Estimation of Per-Unit Student Workload

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

### Recording policies

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 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.

### Dropping and Adding

Students are responsible for understanding policies and procedures - add/drop, grade forgiveness. The [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section: <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located: [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/late_drops/policy/) is available: [http://www.sjsu.edu/aars/policies/late\\_drops/policy/](http://www.sjsu.edu/aars/policies/late_drops/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/>.

#### Final Grade Will Be Determined As Follows:

	Total
○ 2 In-class Essays – Including Diagnostic Essay (10%/100points each)	20%/200 Points
○ 1 Revised In-class Essay w/ research (10%/100 points)	10%/100 Points
○ 1 Group Oral Presentation w/ research (10%/100 points)	10%/100 Points
○ 1 Research Paper (20%/200 Points each)	20%/200 Points
○ Final Exam (100 Points)	10%/100 Points
○ Participation/Homework** (350 Points)	30%/300 Points
○ <i>Extra Credit – Maximum 100 Points Applied to Participation Points – at no point can extra-credit points be used in lieu of an assignment</i>	

**Assignment Schedule**

A detailed schedule of assignments and activities is presented below. *Days listing readings means you need to read the assigned pages PRIOR to class.* Occasionally, the schedule may change with **fair notice**, so please keep informed.

**\*\*Participation** is defined as including unannounced quizzes and writing exercises, unannounced in-class writing assignments and projects, and class conversation/discussion groups.

**English 1B Grading: A – F / Points 1000 - 0**

*The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.*

Points Framework – Maximum 1000								
<b>A</b>	=	930 plus	<b>B-</b>	=	800-829	<b>D+</b>	=	670-699
<b>A-</b>	=	900-929	<b>C+</b>	=	770-799	<b>D</b>	=	630-669
<b>B+</b>	=	870-899	<b>C</b>	=	730-769	<b>D-</b>	=	600-629
<b>B</b>	=	830-869	<b>C-</b>	=	700-729	<b>F</b>	=	600 minus

In the English Department courses, instructors comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

**Academic Standards for Assessment**

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

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

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

**The “D” essay** will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.

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

## ***University Policies***

### **Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at SJSU.

Find the [University's Academic Integrity Policy](http://www.sjsu.edu/senate/S07-2.htm) at <http://www.sjsu.edu/senate/S07-2.htm>, which 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.

Find the Student Conduct and Ethical Development website at <http://www.sa.sjsu.edu/judicialaffairs/index.html>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability. For more information, please contact the office at [\(408\) 924-6000](tel:4089246000) (v) or [\(408\) 924-5990](tel:4089245990) (TTY).

### **Student Technology Resources (Optional)**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center (Optional)**



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 (Optional)**

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.

**Contract Agreement: Any composition class requires a substantial amount of reading, critical thinking, researching, writing, revising, editing, proofreading, and the subsequent oral communication with peers on that work; albeit, your qualitative and quantitative compositions will depend upon your personal commitment to working hard in this class. . . . therefore:**

“With my signature below I hereby state that I commit to work hard, and I affirm that I have read and understood the English 1B “Green Sheet” Contract\* /Schedule in its entirety. Thus, I agree to comply and adhere to the Policies as outlined in the following English 1B documents [please acknowledge each document read and understood]:

- Green Sheet
- Class Schedule

If I cannot follow these guidelines for any reason, I will contact Professor Jacoby as soon as possible.”

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Printed Name \_\_\_\_\_

Please return your completed form to Professor Jacoby by Thursday, September 4 (at the beginning of the class period).


*\*If you have any questions, please ask prior to signing this document. Thx.*

**Calendar and Course Schedule ~ English 1B, Composition II****Fall 2014 Assignment Schedule:**

1. **A detailed schedule of assignments and activities is stated above;**
2. **Days listing readings means you need to read the assigned pages PRIOR to class; and**
3. **Occasionally, the schedule may change with fair notice, so please keep informed.**

<b>Week / Dates / Topics</b>	<b>Readings, Assignments, Deadlines</b>
	This Schedule is fluid due to the individual research projects – as a result, I send weekly emails to inform, modify, or add / omit assignments. Please stay “tuned” to this flexibility. ☺ <b><i>See the world – Notice the world ....</i></b>
<b>Week 1</b> 8/21 – 8/22	Thursday, August 21 Academic Year Begins – <b><i>Fall Semester Begins</i></b> August 21-22 Orientation, Advisement, Faculty Meetings, and Conferences (P)
<b>Week 2</b> 8/25 – 8/29 Writing for College and Beyond	<b>Monday 8/25 First day of Instruction</b> <b>Tues 8/26 First Day of Instruction;</b> Introductions; Schedule and Green Sheet Overview; Assignment Overview Sheet; Explanation of Canvas; “Hard Copies” [HC]; Library Support; Signature of the “Contract”; Extra-credit Policy <b>Thurs 8/28 Diagnostic Essay #1 (10%/100 points) 750 words – SLOs 1, 2, 3</b> Vocab: Pages 1-10 (Take Preliminary Test) <i>Before In-class Essay</i> Lunsford (AAL): “Top Twenty” (pgs 3-12) <i>Before In-class Essay</i>
<b>Week 3</b> 9/1 – 9/5 Research Basics Critical Reading & Analyzing Arguments	<b>Monday, September 1 – Labor Day</b> <b>Tues 9/2 Class Discussion - ALL</b> “Expectations for College Writing” / “Multimodal Assignments” / “Writing to Make Something Happen in the World” (pgs 12-39) / “Critical Reading” (pgs 129-143) <b>Thurs 9/4 Class Discussion – ALL</b> “Analyzing Arguments”/“Preparing for a Research Project” (143-161;187-193) In-class reading and writing (Develop Your Personal Research Topic/ Plan) Vocab: Pages 11-19 (Do all exercises) <b>Fri Sept 5 Last Day to Drop Courses Without Entry on Permanent Record</b>
<b>Week 4</b> 9/8 – 9/12 Academic Sources MLA Format	<b>Tues 9/9 Archaeology ~ Book Discussion (Bring to class)</b> <b>Planning for Research and Oral Presentation Groups</b> AAL: “Doing Research”/“Evaluating Sources ...” (pgs 193-223) Sign-up Sheets – Conferences / Choose Groups and Teams for Projects <b>Thurs 9/11 Formatting</b> AAL: MLA Documentation (pgs 457-511) Review ALL: “A Student Research Essay, MLA Style” (pg 501-511) Create an MLA template on computer – Begin the MLA Scavenger Hunt In-class reading and writing Vocab: Pages 20-27 (Do all exercises)
<b>Week 5</b> 9/15 – 9/19 Consolidating Research Content Avoiding Plagiarism	<b>Tues 9/16 MLK Library – Room 125 = Research Session</b> <b>Arts and Humanities database navigation: JSTOR</b> <a href="http://libguides.sjsu.edu/content.php?pid=59467&amp;sid=498005">http://libguides.sjsu.edu/content.php?pid=59467&amp;sid=498005</a> <i>Read and prepare before library session</i> <b>Thursday 9/18 Archaeology ~ Book Discussion (Bring to class)</b> ALL: “Integrating Sources and Avoiding Plagiarism” (pg 224-234) In-class writing /Group work Vocab: Pages 28-35 (Do all exercises)
<b>Week 6</b> 9/22 – 9/26 Documentation	<b>Tues 9/23 Conferences</b> – See sign-up Sheet ALL: “Writing a Research Project” (pgs 234-241) <i>Bring draft of Personal Research Plan/Project</i> (In-class workshop) In-class workshop (Groups) – Oral Presentation Preparation

<p><b>Week / Dates / Topics</b></p>	<p><b>Readings, Assignments, Deadlines</b>                  This Schedule is fluid due to the individual research projects – as a result, I send weekly emails to inform, modify, or add / omit assignments. Please stay “tuned” to this flexibility. ☺  <b><i>See the world – Notice the world ....</i></b></p>
	<p><b>Thurs 9/25 In-class Essay #2 (10%/100 points) 750 words – SLOs 1, 2, 3</b>                  Vocab: Pages 36-47 (Do all exercises)</p>
<p><b>Week 7</b>                  9/29 – 10/3                  Research Paper –                  Editing Workshop</p>	<p><b>Tues 9/30 Conferences</b>                  Self-Assessment Exercises – In-class workshop                  In-class work on Oral Presentation Project  <b>Thurs 10/2 Class Discussion Archaeology – “The Pyramid Builders”</b>  <b>Oral Presentation #1 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>                  Vocab: Pages 48-55 (Do all exercises)</p>
<p><b>Week 8</b>                  10/6 – 10/10                  Literary Analyses</p>	<p><b>Tues 10/7 Research Paper First Draft Due</b> – Hard Copy (500-750 words)                  In-class Peer Workshop  <b>Thurs 10/9 Class Discussion Archaeology – “The Birth of Religion”</b>  <b>Oral Presentation #2 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>                  Vocab: Pages 56-69</p>
<p><b>Week 9</b>                  10/13 – 10/17                  Book Reviews</p>	<p><b>Tues 10/14 Self-Assessment Exercises – In-class exercises</b>  <b>Thurs 10/16 Class Discussion Archaeology – “Beyond the Blue Horizon”</b>  <b>Oral Presentation #3 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>                  Vocab: Pages 70-81</p>
<p><b>Week 10</b>                  10/20 – 10/24</p>	<p><b>Tues 10/21 Süskind (pgs 3 – 67) /Class Discussion #1</b>  <b>MLA Scavenger Hunt Due</b>  <b>Tues 10/23 Class Discussion Archaeology–“The Lofty Ambitions of Inca”</b>  <b>Oral Presentation #4 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>                  Vocab: Pages 70-81</p>
<p><b>Week 11</b>                  10/27 – 10/31                  Book/Movie                  Reviews</p>	<p><b>Tues 10/28 Süskind (pgs 67 – 111) / Class Discussion #2</b>  <b>Revised Essay #1 Due (5%/50 points) 1000-1250 words – SLOs 1, 2, 3, 5</b>  <b>Thurs 10/30 Class Discussion Archaeology – “Divining Angkor”</b>  <b>Oral Presentation #5 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>                  Vocab: Pages 82-95</p>
<p><b>Week 12</b>                  11/3 – 11/7                  Research Paper                  Proposals</p>	<p><b>Tues 11/4 Süskind (pgs 115 – 177) / Class Discussion #3</b>                  In-class reading and writing  <b>Thurs 11/6 Class Discussion Archeology – “Team Choice”</b>  <b>Oral Presentation #6 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>                  Vocab: Pages 96-111</p>
<p><b>Week 13</b>                  11/10 – 11/14</p>	<p><b>Tuesday November 11 Veteran’s Day - Campus Closed (V)</b>  <b>Thurs 11/13 Class Discussion Archeology – “Team Choice”</b>  <b>Oral Presentation #7 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>                  Vocab: Pages 112-125</p>
<p><b>Week 14</b>                  11/17 – 11/21                  Research Paper –                  Peer Workshop</p>	<p><b>Tues 11/18 Süskind (pgs 178 – 255) / Class Discussion #4</b>  <b>Research Paper Second Draft Due</b> – Hard Copy (Add 500-750 words minimum)  <b>Thurs 11/20 – Class Discussion Archeology – “Team Choice”</b>  <b>Oral Presentation #8 – 2-3 pages (750-1000 words) SLOs 1, 5 (10%/100 pts)</b>  <b>In-class reading and writing</b>                  Vocab: Pages 126-133</p>

<b>Week / Dates / Topics</b>	<b>Readings, Assignments, Deadlines</b> This Schedule is fluid due to the individual research projects – as a result, I send weekly emails to inform, modify, or add / omit assignments. Please stay “tuned” to this flexibility. ☺ <b><i>See the world – Notice the world ....</i></b>
<b>Week 15</b> 11/24 – 11/28 	<b>Tues 11/25 “Perfume: The Story of a Murderer” - movie</b>  <b>Thursday November 27</b> <b><i>Happy Thanksgiving!</i></b>
<b>Week 16</b> 12/1 – 12/5 Exam Strategies	<b>Tues 12/2 <b>Research Paper Third Draft Due</b></b> – Hard Copy (Add 750 – 1000 words) Peer Review and Workshop – must use hard copy for workshop <b>Thurs 12/4 In-class reading and writing</b> Final Exam Strategies and Final work on Research Paper Vocab: Pages 134-145 – <b><i>Vocabulary Book Due</i></b>
<b>Week 17</b> 12/8 – 12/12	<b>Tuesday December 9 Last Day of Campus Instruction ~ In-class Writing</b> <b>Research Final Version Paper Due</b> SLOs 2, 3, 4, 5, 6 – 1750-2000 words <b>(20%/200 points) ~ And a Potluck!</b>
<b>Final Exam</b>	<b>Monday, December 15 ~ 7:15 – 9:30 a.m.</b> <b>Final Exam LO1, 2, 3, 6 (10%/100 points)</b> <i>NOTE: The Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.</i>

**Text Guide:** AAL: Lunsford, *The Everyday Writer*; **Archaeology** *National Geographic Learning* and <http://yourshot.nationalgeographic.com/>; **Vocab:** *The Least You Should Know About Vocabulary Building*; and **Süskind:** *Perfume: The Story of a Murderer*

**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)