

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 40, Spring 2014

Instructor:	Owen Sonntag
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Office Hours:	Thursdays 3:00–4:30 PM and by appointment (Note: No office hours on SJSU holidays)
Class Days/Time:	Tuesdays and Thursdays, 1:30-2:45 PM (TR 1330-1445)
Classroom:	Boccardo Business Complex (BBC) 120
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 often be distributed via 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.

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

GE Learning Outcomes:

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

LO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

LO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

LO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

LO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Additionally, students will achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

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

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

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>

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/>)

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

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. Individual* 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. Individual* ISBN: 978-0-393-91946-2 [**Indicated as *NS* in course schedule**]

*Please note: The *Norton Field Guide to Writing* and the *Norton Sampler* are available through the Spartan Bookstore as a discounted bundle under ISBN: 978-0-393-51704-0

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.

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 course 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.

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

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 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 the [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Grading Policy

Grading: A-F. This class **must be passed with a C or better** to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

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

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

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.

In written assignments for English 1A, this 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

Final drafts of formal written assignments must also be submitted through [Turnitin.com](http://turnitin.com) <http://turnitin.com/> in order to receive a grade. Your Turnitin.com **Course ID** is **7460978** and your **Password** is **bbc120**. You will need these to log in and submit work.

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 turnitin.com 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 paper 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.

Please note: Any assignment not turned in or not accepted because it is submitted too late 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 One: Letter Grade basis, A-F; 10% of course grade
 Paper Two: Letter Grade basis, A-F; 15% of course grade
 Paper Three: Letter Grade basis, A-F; 15% of course grade
 Paper Four: Letter Grade basis, A-F; 20% of course grade
 Paper Five (Portfolio Final Exam): Letter Grade basis, A-F; 15% 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, 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”

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>.

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

Paper One: “This I Believe” Essay; Due February 11	1–2 page personal essay (500 words) [SLO 1, 2, 3,4]	10%
Paper Two: Rhetorical Analysis and Evaluation; Due March 11	4–5 page analysis and evaluation (@1500 words) [SLO 1, 2, 3, 4]	15%
Paper Three: Comparative Essay on Identity; Due April 15	4–5 page analysis & argument (@1500 words) [SLO 1, 2, 3,4]	15%
Paper Four: Revision Assignment, Argumentative Essay with Research (MLA format); Due May 6	5–7 page (1500 word minimum) major revision and expansion, to include research, of In-Class Essay Exam 2. [SLO 1, 2, 3, 4]	20%

Paper Five: Reflective Analysis Essay (Portfolio Assessment Final Exam); Due May 13	5–7 pages (1500 words minimum) [SLO 1, 2, 3, 4]	15%
In-Class Essay Exam 1; March 18	1.25 hours (@500 words) [SLO 1, 2, 3, 4]	5%
In Class Essay Exam 2; April 17	1.25 hours (@500 words) [SLO 1, 2, 3, 4]	5%
Class Participation	In-class activities including informal writing, group work, presentations, discussions, and reading/grammar quizzes [SLO 1, 2, 3, 4]	5%
Informal Writing assignments [These will be indicated as IW in the Course Schedule and in announcements, both in class and through email, as they are added during the semester.]	Brief writing tasks, often assigned as homework. Expect to bring something written to class almost every day. These will include a wide range of assignments such as reading notes and summaries, outlines, introductory paragraphs, brief proposals, 1-page essays, etc. [SLO 1, 2, 3, 4]	10%
Writing Sample: In-class essay exam; January 28	1.25 hours (@500 words) [SLO 1, 2, 3, 4]	(Counts toward your Class Participation grade)
Final Presentation: Brief reflection on yourself as a writer; May 8 and May 13	2-3 minute oral presentation [SLO 2, 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 40, Spring 2014 Course Schedule Table (Table 2)

*This schedule is subject to change with reasonable notice given in class and via Canvas and email. Expect, for example, readings in *The Everyday Writer [EW]* and *Learning Curve [LC]* activities to be assigned in addition to what is listed below. Further topics and tasks for Informal Writings [IW] will also be announced as student needs and skill sets become apparent.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 23	Introductions: Course Overview; IW #1, “Who Are You?” (in class)
2	January 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)
	January 30	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/
3	February 4	IW due: Initial draft of Paper 1, “This I Believe” essay. 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)
	February 6	Read: 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)
4	February 11	Paper #1, “This I Believe” essay, due: bring hard copy to class, submit electronically to turnitin.com. Read: Chapter 28, “Editing and Proofreading” (<i>NFG</i> 282–286); 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)
	February 13	Read Chapter 8, “Process Analysis,” in the <i>Norton Sampler</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

Week	Date	Topics, Readings, Assignments, Deadlines
		of a Locked Trunk” (<i>NS</i> 333–341); Chapter 39, “Explaining Processes” (<i>NFG</i> 382–386)
5	February 18	IW due: Process Analysis. Read: Chapter 6, “Writing in Academic Contexts” (<i>NFG</i> 19–24); Chapter 22, “Writing as Inquiry” (<i>NFG</i> 251–254); Chapter 24, “Generating Ideas and Text” (<i>NFG</i> 259–265); Wendel, “King, Kennedy, and the Power of Words” (<i>NS</i> 487–492)
	February 20	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”])
6	February 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)
	February 27	Read: Chapter 13, “Evaluations” (<i>NFG</i> 164–172); Chapter 3, “Writing Paragraphs” (<i>NS</i> 42–58)
7	March 4	Peer-Editing Workshop: Bring complete rough draft of Paper 2, Rhetorical Analysis/Evaluation, typed/printed, to class to share. Read: Chapter 26, “Assessing Your Own Writing” (<i>NFG</i> 270–274); Chapter 27, “Getting Response and Revising” (<i>NFG</i> 275–281); Lederer, “English is a Crazy Language” (<i>NS</i> 216–221)
	March 6	Read: Chapter 20, “Mixing Genres” (<i>NFG</i> 235–242); Chapter 21, “Choosing Genres” (<i>NFG</i> 243–248); Chapter 14, “Constructing Arguments” (<i>EW</i> 161–184)
8	March 11	Paper 2, Rhetorical Analysis/Evaluation, due: bring hard copy to class, submit electronically to turnitin.com. 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)
	March 13	Read: Chapter 47, “Quoting, Paraphrasing, and Summarizing” (<i>NFG</i> 462–474); Chapter 48, “Acknowledging Sources, Avoiding Plagiarism” (<i>NFG</i> 475–479)
9	March 18	In-Class Essay Exam 1 today: Bring “blue book” and pen(s). Read: Chapter 30, “Beginning and Ending” (<i>NFG</i> 299–311); Chapter 42, “Taking Essay Exams” (<i>NFG</i> 414–418)
	March 20	Read: Chapter 35, “Comparing and Contrasting” (<i>NFG</i> 348–355); Jacoby, “Watching Oprah from Behind the Veil” (<i>NS</i> 368–372);

Week	Date	Topics, Readings, Assignments, Deadlines
		Soto, "Like Mexicans" (<i>NS</i> 390–396); Cohen, "The Meaning of Life" (<i>NS</i> 406–411)
10	March 25	*Spring Recess* - Campus Closed, NO CLASS MEETING
	March 27	*Spring Recess* - Campus Closed, NO CLASS MEETING
11	April 1	Read: Wu, "Homeward Bound" (<i>NS</i> 206–210); Tan, "Mother Tongue" (<i>NS</i> 253–261); Barrientos, "Se Habla Español" (<i>NS</i> 436–441); Tannen, "Gender in the Classroom" (<i>NS</i> 397–405)
	April 3	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); Chapter 12, "Critical Reading" (<i>EW</i> 129–143)
12	April 8	Peer-Editing Workshop: Bring complete rough draft of Paper 3, Comparative Essay, typed/printed, to class to share. Read: Chapter 25, "Drafting" (<i>NFG</i> 266–268); Chapter 31, "Guiding Your Reader" (<i>NFG</i> 312–317)
	April 10	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)
13	April 15	Paper 3, Comparative Essay, due: bring hard copy to class, submit electronically to turnitin.com. 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)
	April 17	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])
14	April 22	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)
	April 24	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).
15	April 29	Peer-Editing Workshop: Bring complete rough draft of Paper 4, Argumentative Essay with Research, typed/printed, to class to share. 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
	May 1	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)
16	May 6	Paper #4, Argumentative Essay with Research, due: bring hard copy to class, submit electronically to turnitin.com. 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)
	May 8	Final Presentations: Brief (2-minute) reflection on your growth as a writer, your strengths and weaknesses as a writer, and what you have learned about your writing process. Read: Chapter 56, "Giving Presentations" (<i>NFG</i> 612–620); Sedaris, "Laugh, Kookaburra" (<i>NS</i> 227–237)
17	May 13	Paper 5, Reflection Essay, due: bring hard copy to class, submit electronically to turnitin.com. Final Presentations (continued). Read: Chapter 32, "Analyzing Causes and Effects" (<i>NFG</i> 318–322); Steinbach, "The Miss Dennis School of Writing" (<i>NS</i> 96–105)

Important SJSU dates, Spring 2014 Semester:

Monday, January 20	Dr. Martin Luther King, Jr. Day - Campus Closed
Wednesday, January 22	Spring Semester Begins
Wednesday, January 22	Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences
Thursday, January 23	First Day of Instruction – Classes Begin
Tuesday, February 4	Last Day to Drop Courses Without an Entry on Student's Permanent Record
Tuesday, February 11	Last Day to Add Courses & Register Late
Wednesday, February 19	Enrollment Census Date
Monday-Friday, March 24-28	Spring Recess (* <i>SPRING RECESS</i> *)
Monday, March 31	Cesar Chavez Day - Campus Closed
Tuesday, May 13	Last Day of Instruction – Last Day of Classes
Wednesday, May 14	Study/Conference Day (no classes or exams)
Thursday-Friday, May 15-16	Final Examinations (<i>exams</i>)
Monday-Wednesday, May 19-21	Final Examinations (<i>exams</i>)
Thursday, May 22	Final Examinations Make-Up Day
Friday, May 23	Grade Evaluation Day
Saturday, May 24	Commencement
Monday, May 26	Memorial Day - Campus Closed
Tuesday, May 27	Grades Due From Faculty - End of Spring Semester
Tuesday, May 27	End of Academic Year