

**San José State University**  
**Department of English & Comparative Literature**  
**English 1A: First-Year Writing ~ “Pathways”**  
**Section 68, Fall 2015**

**“Human and Super-Human”**

**Course and Contact Information**

<b>Instructor:</b>	Leslie Jacoby
<b>Office Location:</b>	Faculty Offices 105 (FO105)
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<b>Office Hours:</b>	<b>Tuesdays/Thursdays 1:00 p.m. – 2:00 p.m.;</b> By Appointment
<b>Class Days/Time:</b>	Tuesdays and Thursdays ~ 3:00 – 4:15 p.m.
<b>Classroom:</b>	Sweeney Hall 348 (SH 348)
<b>Prerequisites:</b>	English Placement Test (EPT)
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

**English 1A Course Description ~ “Pathways”**

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Our goals and objectives for this course will be to help students find their own identity through the expression of their voices as writers. We will focus primarily on personal and American identity, but so too we will expand upon that identity as it reflects three current and enduring concerns of humankind – namely *global citizenship*, *sustainability*, and *creativity*.

*Section-Specific Course Description ~ Course “Theme”*

There are many theoretical and methodological ways to approach “voice” in writing. This section of English 1A approaches voice through the exploration of what it means to be “human” in the global setting. Our approach will consider the individual’s place within the scheme of societal paradigms of identity and of personal conceptions of humanism and super-humanism. Through close readings of primary literary texts, students will develop literacy about key figures, events, and concepts throughout the course of human history, including the Hippocratic Oath, the rhetoric of Aristotle, and modern interpretations of what makes us who we are as citizens in an ever-changing global culture.

### English 1A Course Learning Goals (CLOs)

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

<b>Learning Goal 1 (CLO1)</b>	Communicate meaning clearly and effectively;
<b>Learning Goal 2 (CLO2)</b>	Identify focus, tailored to a particular audience and purpose;
<b>Learning Goal 3 (CLO3)</b>	Perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
<b>Learning Goal 4 (CLO4)</b>	Explain, analyze, develop, and criticize ideas effectively;
<b>Learning Goal 5 (CLO5)</b>	Use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
<b>Learning Goal 6 (CLO6)</b>	Organize individual paragraphs and entire essays;
<b>Learning Goal 7 (CLO7)</b>	Construct sentences with accuracy, variety, and clarity;
<b>Learning Goal 8 (CLO8)</b>	Use appropriate diction and tone;
<b>Learning Goal 9 (CLO9)</b>	Control conventions of written English (e.g., punctuation, spelling, reference, agreement).

### GE Area A2 Course Description

English 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

### GE A2 Learning Outcomes (GELOs)

In addition to the learning objectives stated above, English 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to:

<b>Learning Outcome 1 (GELO1)</b>	Demonstrate the ability to read actively and rhetorically;
<b>Learning Outcome 2 (GELO2)</b>	Demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
<b>Learning Outcome 3 (GELO3)</b>	Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
<b>Learning Outcome 4 (GELO4)</b>	Demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
<b>Learning Outcome 5 (GELO5)</b>	Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

### English 1A Course Content

**Diversity:** SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

**Writing:** Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, English 1A classes require multiple out-of-class essays.

**Reading:** English 1A will require intensive reading and writing inside and outside the classroom setting. Students will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. Readings will also include useful models of writing for academic, general, and specific audiences.

**Class size:** Enrollment shall normally be limited to 25 students.

### Required Textbooks

- ❑ **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/>)
- ❑ *Being Human: Core Readings in the Humanities (Readings From the President's Council on Bioethics)*. Ed. by Leon R. Kass, M.D. ISBN: 978-0-393-92639-2
- ❑ *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* by Maxine Hong Kingston  
ISBN: 10: 0679721886 / ISBN: 13: 978-0679721888

Available online amazon.com or abebooks.com (used and cheap okay)

**Other Readings / Other Materials**

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

College-level Dictionary /Thesaurus

3-Holed Lined Paper – for in-class writing

Printed Hard Copies of Assigned Articles

### English 1A Course Requirements and Assignments

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

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
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One (1) In-class Essay – Diagnostic (5%-50pts)	750 words	1-5	1-4, 6-9
One (1) In-class Essay – Definition (5%-50pts)	750 words	1-5	1-4, 6-9
One (1) Out-of-class Essay – Critical Revision (20%-200pts)	1000 words	1-5	1-9
One (1) Out-of-class Essay – Analysis Revision (20%-200pts)	1000 words	1-5	1-9
One (1) Group Oral Presentation (10%-100pts)	500 words	1-5	1-9
Drafts and Peer Evaluations (Writing, Editing, Workshopping) (10%-100pts)	1000 words	1-5	1-9
In-class Participation ~ Reading, Writing, and Discussions (10%-100pts)	1000 words	1-5	1-9
In-class Writing ~ Quizzes, Q&As, Miscellaneous (10%-100pts)	1000 words	1-5	1-9
Final (10%-100pts)	1000 words	1-5	1-9
 <i>Extra Credit – Maximum of 50 points can be applied to Participation Points – at no point can extra credit points be used in lieu of an assignment.</i>			

### Grading Policy

Essential Projects	% Overall Points	CLOs
1. In-class Writing; In-class Workshops	400	1 – 9
2. Critical Analysis and Writing	200	2 – 5
3. Scholarly Writing	100	2 – 5
4. Oral Communication	200	1 – 9
5. Competency Assessment (Testing / Quizzes)	100	1 – 9
<b>TOTAL POINTS</b>	<b>1000</b>	<b>1-9</b>
<i>Extra Credit – Maximum 50 Points Applied to Participation Points – at no point can extra-credit points be used in lieu of an assignment</i>		

### Specific grading policy

- All grading shall follow the parameters as stated on individual rubric tables that accompany each and every assignment outline. It will be the student’s responsibility to understand the rubric, either as explained in the classroom or through individual discussion.
- An extra credit option component is available, and will entail reading a text outside the classroom setting and writing a “Reflection Essay” due before the fifteenth week of the semester.
- All late papers will lose a full grade every day late.
- Students must receive a C or higher to pass the course

*Attendance shall be taken throughout the semester. While attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>, your grade with respect to class participation shall be assessed within the context of classroom dynamics.*

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An **“A” essay** is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A **“B” essay** demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A **“C” essay** will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A **“D” essay** will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An **“F” essay** does not fulfill the requirements of the assignment.

### **Classroom Protocols, Policies, and Procedures**

- NO in-class work can be made up**
- NO late papers will be accepted without penalty**
- NO late homework will be accepted**
- NO work will be accepted via email**
- Out-of-class papers will follow MLA format
- 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 and papers will be turned in at the beginning of class time and placed on a desk at the front of the class
- Course success depends upon good attendance, preparedness, completion of reading and writing assignments, and class participation.
- All cell phones will be turned **OFF/Silent Mode** during class time
- 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**

### **University Policies**

#### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is

available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

You need to contact me at beginning of each class and each time you would like to record any part of my lecture; that is, during the entire semester you will need to request permission on a class-by-class basis.

**IMPORTANT:** Course material developed by me, the instructor, is my intellectual property, and it cannot be shared publicly without my expressed approval. You may not publicly share or upload any of my instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>

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

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 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.

### SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### SJSU Counseling Services

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

### Course/Assignment Schedule

A detailed schedule of assignments and activities is attached. 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.

#### Calendar and Course 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.*

### Course Schedule\_English 1A\_Section 68\_Fall 2015

Week	Topics, Readings, Assignments, Deadlines
Week 1	Thursday, August 20 First day of instruction: Introductions; Syllabus and Schedule Overview; Theme of Course (Pathways Designation); Explanation of Canvas; Texts; "Hard Copies" [HC]; Signature of the "Contract"; Extra-credit Policy

Week	Topics, Readings, Assignments, Deadlines
Week 2	<p><b>Tuesday, August 25</b>  <b>Reading:</b> Kass "Being Human: An Intro" (xvii - xxv)  <b>Diagnostic Writing ~ 2 pages (750 words) CLOs 1-4   5% 50 Points</b></p> <p><b>Thursday, August 27</b>  TEW ~ Part I "Writing for College and Beyond" pp. 1-44  In-class reading and writing</p>
Week 3	<p><b>Tuesday, September 1</b>  <b>Reading:</b> Kass "The Search for Perfection" (3-4) "Gattaca" (34-48)  In-class reading and writing  Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)</p> <p><b>Thursday, September 3</b>  <b>Reading:</b> Kass "To Heal Sometimes, To Comfort Always"; "Hippocratic Oath" (119-122)  "Fifty Years Later: Significance of the Nuremberg Code" (Shuster-email)  In-class reading and writing</p>
Week 4	<p><i>Monday, September 7/Labor Day - Campus Closed (L)</i>  <b>Tuesday, September 8</b>  Kingston "No Name Woman"</p> <p><b>Wednesday, September 11 ~ Last Day to Add Courses &amp; Register Late (A)</b>  <b>Thursday, September 10</b></p>
Week 5	<p><b>Tuesday, September 15</b>  <b>Reading:</b> Kass "Scientific Aspirations"; "Surely You're Joking, Mr. Feynman" (73-4; 103-110); Kingston "Shaman"</p> <p><b>Thursday, September 17</b>  <b>Peer Workshop - Revision: Editing</b>  Kingston "White Tigers"  In-class reading and writing</p>
Week 6	<p><b>Tuesday, September 22</b>  <b>In-class Essay - Definition (750 words) CLOs 1-4   5% 50 Points</b>  <b>Reading:</b> Kass "Are We Our Bodies"; "Whither Thou Goest" (167-8; 225-241)</p> <p><b>Thursday, September 24</b>  <b>Peer Workshop - Revision: Editing</b>  Kingston "At the Western Palace"  In-class reading and writing</p>
Week 7	<p><b>Tuesday, September 29</b>  <b>Reading:</b> Kass "Many Stages, One Life" ; "The Rhetoric of Aristotle" (249-250; 251-255)</p> <p><b>Thursday, October 1</b>  <b>Oral Presentation #1 - 2-3 pages (750-1000 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>

<b>Week</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Week 8	<p><b>Tuesday, October 6</b>  <b>Reading:</b> Kass "Among the Generations"; "The Duke of Deception" (321-322; 344-353)</p> <p><b>Thursday, October 8</b>  <b>Oral Presentation #2 - 2-3 pages (750-1000 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>
Week 9	<p><b>Tuesday, October 13</b>  <b>Reading:</b> Kass "Why Not Immortality"; "On the Nature of Things" (369-371; 381-387)</p> <p><b>Thursday, October 15</b>  <b>Oral Presentation #3 - 2-3 pages (750-1000 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>
Week 10	<p><b>Tuesday, October 20</b>  <b>Reading:</b> Kass "Vulnerability and Suffering"; "Introduction to a Memoir of Mary Ann" (439-440; 512-517)</p> <p><b>Thursday, October 22</b>  <b>Oral Presentation #4 - 2-3 pages (750-1000 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>
11	<p><b>Tuesday, October 27</b>  <b>Reading:</b> Kass "Living Immediately" ; "Drugstore Athlete" (519-520; 555-557)</p> <p><b>Thursday, October 29</b>  <b>Oral Presentation #5 - 2-3 pages (750-1000 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>
Week 12	<p><b>Tuesday, November 3</b>  <b>Reading:</b> Kass "Human Dignity"; "The Crown of Wild Olive" (567-568; 603-604)</p> <p><b>Thursday, November 5</b>  <b>Oral Presentation #6 - 2-3 pages (750-1000 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>
Week 13	<p><b>Tuesday, November 10</b>  <b>Out-of-class Essay - Critical Revision 4 pages (1000 words) CLOs 1-9 (20%-200pts)</b>  <i>Wednesday, November 11 ~ Veteran's Day - Campus Closed (V)</i>  <b>Thursday, November 12</b>  <b>Oral Presentation #7 - 2-3 pages (500 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>
Week 14	<p><b>Tuesday, November 17</b>  <b>Peer Workshop - Revision: Editing</b>  In-class reading and writing</p> <p><b>Thursday, November 19</b>  <b>Oral Presentation #8 - 2-3 pages (500 words) GELOs 1-5 (10%/100 pts)</b>  <b>In-class reading and writing</b></p>

Week	Topics, Readings, Assignments, Deadlines
Week 15	<b>Tuesday, November 24</b> <b>Peer Workshop - Revision: Editing</b> In-class Peer Workshop   <b>Thursday, November 26</b> <i>Thanksgiving Holiday - Campus Closed (T)</i> <i>Rescheduled Holiday - Campus Closed (RH)</i>
Week 16	<b>Tuesday, December 1</b> <i>Extra-credit Reflection Essay Due</i> <b>Peer Workshop - Revision: Editing</b> In-class reading and writing  <b>Thursday, December 3</b> <b>Out-of-class Essay - Analysis Revision 4 pages (1000 Words) CLOs 1-9 (20%-200pts)</b> Peer Workshop
Week 17	<b>Tuesday, December 8</b> Last Day of Instruction
Final	Venue and Time - TBD

TEW ~ *The Everyday Writer (Handbook)*  
 Kass ~ *Being Human: Core Readings in the Humanities*  
 Kingston ~ *The Woman Warrior*

FALL 2015

**Friday.....July 3 .....Independence Day (observed) - Campus Closed (I)**  
 Tuesday.....August 18 .....Academic Year Begins - Fall Semester Begins  
 Tues-Wed.....August 18-19 .....Pre-Instruction Activities: Orientation,  
 Advisement, Faculty Meetings and Conferences (P)  
 Thursday.....August 20 .....First Day of Instruction - Classes Begin  
 Tuesday.....September 1.....Last Day to Drop Courses without an Entry on  
 Student's Permanent Record (D)  
**Monday.....September 7.....Labor Day - Campus Closed (L)**  
 Wednesday.....September 9.....Last Day to Add Courses & Register Late (A)  
 Thursday.....September 17.....Enrollment Census Date (CD)  
**Wednesday.....November 11.....Veteran's Day - Campus Closed (V)**  
 Wednesday.....November 25.....Classes that start at 5:00 PM or later will not meet  
**Thursday.....November 26.....Thanksgiving Holiday - Campus Closed (T)**  
**Friday.....November 27.....Rescheduled Holiday - Campus Closed (RH)**  
 Tuesday.....December 8.....Last Day of Instruction - Last Day of Classes  
 Wednesday.....December 9.....Study/Conference Day (no classes or exams) (SC)  
 Thursday-Friday.....December 10-11.....Final Examinations (exams)  
 Monday-Wednesday.....December 14-16.....Final Examinations (exams)  
 Thursday.....December 17.....Final Examinations Make-Up Day (MU)  
 Friday.....December 18.....Grade Evaluation Day (E)  
 Monday.....December 21.....Grades Due From Faculty - End of Fall Semester  
 (G) **December 22-January 26... .. WINTER RECESS**

**Contract Agreement: Any composition/ writing class requires a substantial amount of reading, critical thinking, researching, writing, revising, editing, and proofreading; albeit, your qualitative and quantitative composition 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 1A, Section 68, Fall 2015 “Green Sheet” Contract\* in its entirety. Thus, I agree to comply and adhere to the Policies as outlined in the following English 1A 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, August 27 (at the beginning of the class period).

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