

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 9, Spring 2016**

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<b>Office Hours:</b>	Mo/We 12:00-1:00 or by appointment
<b>Class Days/Time:</b>	Mo/We 10:30-11:45
<b>Classroom:</b>	Boccardo Business Center 121
<b>Prerequisites:</b>	English Placement Test
<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.

**ENGL 1A Course Description**

Jack Kerouac described California as “the land of lonely and exiled and eccentric lovers come to forgather like birds...where everybody somehow looked like broken-down, handsome, decadent movie actors” while the Red Hot Chili Peppers contend that “it's the edge of the world and all of western civilization.” From its golden exterior to its dark underbelly, California has evidently left an indelible mark on the American psyche—but what does it really mean to be Californian? Is there such a thing as a California identity? And, if so, what role do we, as Californians, play in the larger national and global communities? How is this role distinct or uniquely valuable as a result of our being Californians? From N.W.A to Raymond Chandler, we will examine throughout the semester the multitudinous voices that shape our notions of the Californian identity and the Californian experience. By learning to critically read these varying narratives of California and to respond to them through the production of our own writing which looks both inward at ourselves and outward at our community, we will increase our awareness of our role as vital, participatory citizens of our nation and the world. Finally, we will investigate California’s future sustainability in the wake of one of the worst droughts in our history. Drawing upon the lavish, eccentric, sordid and profoundly multicultural history of our state, this 1A course will focus on the California consciousness, its creative spirit, its environmental sustainability and the Californication of the global community. 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.

### **ENGL 1A Learning Outcomes (CLO)**

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

### **GE Area A2 Course Description**

ENGL 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 (GELO)**

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

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

### **ENGL 1A Course Content**

#### **Required Texts**

- **Course Reader—Available for purchase at Maple Press (330 S. 10<sup>th</sup> Street)**

- *The Everyday Writer* by Andrea Lunsford—Available on CANVAS
- A subscription to Learning Catalytics: [www.learningcatalytics.com](http://www.learningcatalytics.com)

#### Other Readings

Any additional readings will be posted on CANVAS or disseminated via email

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

#### Reading (GELO 1):

A strong writer is always an avid reader first. Therefore, English 1A is both writing and reading intensive. Students are expected to keep up with the assigned reading, as most discussions and in-class work will revolve around them. All assigned readings will be selections from the Course Reader, which includes various articles, essays and other selections relevant to the course theme, as well as chapters from the composition text *Writing Situations*. Any other readings will be made available via CANVAS or email. Please come to class having completed all of the day's assigned readings. Annotations and notes on the reading are always encouraged. Additionally, students will have free access to the grammar handbook *The Everyday Writer* through CANVAS. Please consult this text frequently.

#### Writing (GELO 1-5):

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 8,000 words, at least 4,000 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, one essay shall be written in class and revised for a separate grade. In addition, ENGL 1A classes require multiple out-of-class essays. All essays must be submitted in hard copy and on CANVAS. **I will not accept any work via email.** Writing assignments will consist of in-class and out-of-class essays, weekly CANVAS responses, as well as various informal writing done during class. In order to receive a passing grade in this course, **all writing assignments must be completed!**

#### Out-of-Class Essays (GELO 1-5):

There will be three major out-of-class essays in which students will analyze and respond to the topics and readings we cover in class. Students will submit rough drafts of each, for which they will receive teacher feedback as well as additional feedback from their peers during in-class peer editing workshops. To encourage exploration of the various and vital stages of the writing process, all draft submissions and participation in peer editing workshops are mandatory and count for part of your final grade for the assignment. You will submit your final draft of each essay in a portfolio including all rough drafts and other prewriting material from your writing process. All essays must be typed in 12-point Times New Roman font, double-spaced, with 1-inch margins, and meet MLA formatting guidelines. See *The Everyday Writer* or the OWL guide (<https://owl.english.purdue.edu/owl/resource/747/01/>) for help.

#### In-Class Essay (GELO 2-5):

There will be two, 500-word, in-class essays: a diagnostic essay for which you will not be graded, and one other for which you will be graded. You will be given a specific prompt that addresses readings and topics we have covered in class and you will have the entire class period to write (punctuality is especially important on in-class essay days so that you will neither lose valuable writing time nor distract your peers as they work). In-class essays will be composed on a lap top and uploaded to CANVAS. Please notify me and provide formal documentation from the Accessible Education Center (AEC) if you need accommodations for the in-class essays. If you know in advance that you will be absent on the day of an in-class essay, please notify me ahead of time to make necessary arrangements.

**Final (GELO 1-5):**

Students will write a final, reflective essay that represents the culmination of all the thinking, discussing and writing they have done throughout the semester. This final in-class essay will map the students’ personal growth as a California citizen, while analyzing the benefits and ramifications of that identity.

**Reading Responses (GELO 1,2,4,5):**

Throughout the semester, students will compose a number of out-of-class responses to course readings or topics. Most weeks (usually before Wednesday classes), you will post a response on CANVAS to a discussion I will start. These responses can directly address questions I will pose on the topics, or you may respond to the thoughts your peers have posted. Each response would be between 250 and 350 words, and must be submitted by the beginning of class on the day it is due. However, you are encouraged to post your responses well in advance of class to give your peers—and me—adequate time to read your responses before our in-class discussion.

**Participation**

Students are expected to engage with the assigned material and daily discussion. Points will be earned for actually participating, not just showing up to the classroom. Attending all class meetings, paying attention, voicing your opinions and participating in daily workshops will earn you all participation points.

**In-class Writing/Reading Quizzes:**

On most days, you will also be asked to complete short, informal writings during class. These may take the form of warm-ups, brainstorm, outlines, free-writes, reading responses, etc., and may be shared with the class as part of our discussion for the day. The effort you put into these writings will directly impact your participation grade for the course. Additionally, there will be ten brief, fact-based reading quizzes given at the beginning of class throughout the semester at random. Reading quizzes will be completed electronically through Learning Catalytics.

**Assignment Word Count and Learning Goals**

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>	<b>CLO</b>
Out-of-Class Essay 1 (Rough Draft + Final Draft)	1500	1-5	1-9
Out-of-Class Essay 2 (Rough Draft + Final Draft)	1500	1-5	1-9
Out-of-Class Essay /Final Project (Rough Draft + Final Draft + Presentation)	1500	1-5	1-9
In-Class Essay 1 w/ Revisions	500	2-5	1, 2, 4, 6, 7-9
In-Class Final	500	2-5	1, 2, 4, 6, 7-9

10 Online Weekly Writing Responses	2500	1, 2, 4, 5	1, 2, 4, 6, 7-9
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## Grading Policy

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. **Students must receive a C or better to pass English 1A.**

- 3 Out-of-Class Essays (150pts each) 45% (450pts)
- In-Class Essay+Revision (150pts) 15% (150pts)
- In-Class Final (100pts) 10% (100pts)
- 10 CANVAS Posts (15pts. each) 15% (150pts)
- 10 Reading Quizzes (5pts. each) 5% (50pts)
- Participation 10% (100pts)

<b>A</b> (93-100%)=930-1,000pts	<b>B-</b> (80-82%)=800-829pts	<b>D+</b> (67-69%)=670-699pts
<b>A-</b> (90-92%)=900-929pts	<b>C+</b> (77-79%)=770-799pts	<b>D</b> (63-66%)=630-669pts
<b>B+</b> (87-89%)=870-899pts	<b>C</b> (73-76%)=730-769pts	<b>D-</b> (60-62%)=600-629pts
<b>B</b> (83-86%)=830-869pts	<b>C-</b> (70-72%)=700-729pts	<b>F</b> (0-59%)=0-599pts

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.

## Late Work

I will accept out-of-class essays **up to one week** after the due date, at a significantly reduced grade. For each calendar day that your essay is late, you will receive a reduction of one-half a letter grade. For example, an “A” essay turned in one week late will receive no higher than a “C”. I will not accept late essays after one week, and I will not accept any kind of late in-class work or reading responses. All essays must be submitted in hard copy and on CANVAS. **I will not accept any work via email.** In the case of extreme extenuating circumstances, contact me before the due date so we can plan accordingly.

## Extra Credit

Students are expected to stay on top of all assigned work and perform effectively during classroom activities. As such, I will not offer any extra credit.

## Classroom Protocol

- **Diversity:** In English 1A, you will address issues of race, class, and gender as well as the perspectives of diverse cultural groups. Be respectful and supportive of your classmates during discussion and class activities. All members of the class should be able to feel comfortable and safe to explore various modes of communication.
- Always bring your reader to class.
- Always bring your laptop or touchpad to class.
- Please arrive for class on time. If you need to leave early, please notify me **before class has begun**. If tardiness becomes a habit, you may lose participation points for the day.
- All students are expected to come to class with **readings and assignments completed**.
- All students are expected to listen respectfully to their peers, take notes and contribute to class discussion regularly.
- If you are not prepared for class, then do not come. It is a waste of everyone's time, and disrespectful to those who are prepared and engaged. You will not receive participation points for being in class without doing the work.
- Do not sleep in class. Sleeping will result in a loss of participation points for the day. If this becomes a habit, you may be asked to leave.
- There will be absolutely **no cell phone use** during class. Though these devices have profound impacts on our daily lives, they are distracting and unnecessary in the classroom. Using a device during class will result in the loss of daily participation points. If it becomes a chronic problem, you may be asked to leave.
- Regular attendance is paramount to your success in this course. While I understand that we all miss class occasionally, regular absences **will negatively affect your performance and grade**. You are responsible for missed classes. Unless you are informing me that you need to miss an exam or workshop, **do not** contact me about missed classes or class work. Familiarize yourself with the schedule, and talk to your classmates about what you missed. Should you anticipate the need to miss multiple classes for some extenuating circumstance, please let me know as soon as possible.
- I am here to help you, so don't be a stranger! If you are struggling, have questions about assignments, need clarification, or simply want to talk, I am available! You are always welcome to come during my office hours, but if you are unavailable during my listed hours, please make an appointment. Although I have my own classes during the week, I am almost always on campus Monday through Thursday. However, visiting during office hours is **the best way** to discuss assignments, grades, and various other questions. Please do not ask me questions about your grades in class.

**Technology:** We will be experimenting periodically with a new classroom software called Learning Catalytics throughout the semester. Learning Catalytics may be used for reading quizzes, in-class activities, discussion starters, etc. Consequently, **you will need to bring your laptop or touchpad to class daily**. Forgetting these key devices will prevent you from taking quizzes or participating in the class discussion. If you do not own a lap top or touch pad, please speak to me and I will connect you with resources on campus where you can check one out. Despite our use of technology, cell phones **are not allowed in class, and should be kept on silent or vibrate in your backpack**. If you require any other electronic devices due to a disability, you must have formal documentation from the Accessible Education Center (AEC) for accommodations to be made.

## 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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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 and the following items to be included in the syllabus:

- “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.”
  - If you would like to record one or more class periods, please contact me ahead of time.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

### 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](#) 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](#) (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](#) 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](#) 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](#) 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>.

# Engl 1A Section 9 / First-Year Writing, Spring 2016, Course Schedule

**\*Schedule subject to change with fair notice**

## CR=Course Reader Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1	Course Introduction; Syllabus Review; Assignment Schedule; Learning Catalytics Tutorial
1	2/3	<b>Reading:</b> CR: “Introduction: California—The Bellwether State” (1-9) <b>In Class:</b> Diagnostic Essay (Bring Laptop)
2	2/8	<b>Unit 1: Creativity</b> <b>Reading:</b> CR: “California Dreaming: Myths of the Golden Land” (11-13) <b>In Class:</b> Intro discussion & understanding writing feedback
2	2/10	<b>Reading:</b> CANVAS Selections <b>In Class:</b> Discussion: California creativity <b>CANVAS Response Due</b>
3	2/15	<b>Reading:</b> CR: Rawls (13-17); Didion (19-24); Understanding Rhetorical Situations (25-32); Purpose & Audience (33-39) <b>In Class:</b> Discussion: Perceptions of California/California identity
3	2/17	<b>Reading:</b> CR: Gibbs & Bankhead (41-46); Yu (47-51); Hondagneu-Sotelo (53-59); Miller, Miller & Dyrness (61-65); The Writing Process (67-86) <b>In Class:</b> Discussion: The California immigrant experience <b>CANVAS Response Due</b>
4	2/22	<b>Reading:</b> CR: English-Lueck (87-90); KQED (90-92); Houston (95-103); McClung (105-106); Writing to Analyze (107-111) <b>In Class:</b> Discussion: Identity & Place <b>Unit 1 Essay Rough Draft Due (in class and on CANVAS)</b>
4	2/24	<b>Reading:</b> Revising (113-124) <b>In Class:</b> Thesis Statement Workshop; Discussion: peer editing workshops; assign peer editing groups <b>CANVAS Response Due</b>
5	2/29	<b>Reading:</b> Essays <b>In Class:</b> Peer Editing Workshop
5	3/2	<b>Reading:</b> CR: Defining Sustainability (125-126) <b>In Class:</b> Department Assessment Essay; Discussion: Unit 1 reflection; introduction to Unit 2
6	3/7	<b>Unit 2: Sustainability</b> <b>Reading:</b> CR: Politics, Environment & the State of the State (127-129); Haslam

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		(131-133); Reisner (134-135); Writing to Evaluate (137-140) <b>In Class:</b> Discussion: California water crisis
6	3/9	<b>Reading:</b> CR: Writing to Respond (141-144); Writing to Argue (145-158) <b>In Class:</b> Discussion: California Water Wars; Response & Argumentation activity <b>CANVAS Response</b>
7	3/14	<b>Reading:</b> Two recent articles/scholarships on California drought w/ annotations <b>In Class:</b> Article Presentation & Drought Debate <b>CANVAS Response</b>
7	3/16	<b>In-Class Essay 1</b>
8	3/21	<b>Reading:</b> CR: Hanson (159-161); Creamer (161-162); Writing to Propose (163-165); Writing to Inform (167-170) <b>In Class:</b> Writing to propose/inform activity; In-Class Essay revision assignment instructions <b>CANVAS Response</b>
8	3/23	<b>Reading:</b> In-Class Essay Comments <b>Discussion:</b> In-Class Essay Revision Activity <b>Unit 2 Essay Rough Draft Due (in class and on CANVAS)</b>
9	3/28	<b>Spring Break: No Class</b>
9	3/30	<b>Spring Break: No Class</b>
10	4/4	<b>Reading:</b> Essays <b>In Class:</b> Peer Editing Workshop
10	4/6	<b>Reading:</b> Twilight Los Angeles <b>Discussion:</b> Twilight Los Angeles <b>Unit 2 Essay Final Draft Due (in class and on CANVAS)</b>
11	4/11	<b>Unit 3: Global Citizenship</b> <b>Reading:</b> CR: “California and the Popular Imagination” (171-173); Allmendinger (173-176); Fine (177-179) <b>In Class:</b> Discussion: exporting culture <b>CANVAS Response</b>
11	4/13	<b>Reading:</b> CR: Lewis (181-184); West (180-181); Polan (187-195) <b>In Class:</b> Discussion: Hollywood/ Burning of LA <b>CANVAS Response</b>
12	4/18	<b>Reading:</b> CR: Synthesizing Information (197-205) <b>In Class:</b> Unit 3 Project Instructions; pick groups; synthesizing research into your own writing.
12	4/20	<b>Reading:</b> CANVAS Selections <b>In Class:</b> Discussion: Politics & CA Future <b>Unit 3 Multi-Modal Project Proposal Due</b> <b>CANVAS Response</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	4/25	<b>In Class:</b> Proposal Conferences/ Group Project Work Day
13	4/27	<b>Reading:</b> CANVAS Selections <b>In Class:</b> Californication of the globe <b>CANVAS Response</b>
14	5/2	<b>Reading:</b> CANVAS Selections <b>In Class:</b> Discussion: California & Mass Media Culture
14	5/4	<b>In Class:</b> Group Project Work Day
15	5/9	<b>Unit 3 Presentations</b> <b>Unit 3 Individual Essays Due (in class and on CANVAS)</b>
15	5/11	<b>Unit 3 Presentations</b>
16	5/16	<b>In Class:</b> Final Discussion & Class Party
Final Exam	TBA	<b>Final: In-Class Essay</b>