

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 5, Spring 2016**

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<b>Office Hours:</b>	Tuesdays and Thursdays 12:15pm-1:15pm or by appointment
<b>Class Days/Time:</b>	TTh 1:30-2:45
<b>Classroom:</b>	Sweeney Hall 435
<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 evidentially 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 that 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

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
- explain, analyze, develop, and criticize ideas effectively;
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- 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

- demonstrate the ability to read actively and rhetorically;
- 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;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## ENGL 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. Moreover, in order for the classroom to function as a safe environment in which open communication amongst all students occurs daily, all class discussions and debates will be conducted with respect for the races, ethnicities, genders, and socio-economic classes of all students kept in mind.

**Reading:** In English 1A, students will learn how to analyze and respond to various texts, so close and consistent reading is imperative. All assigned readings will be selections from the Course Reader, which includes various articles and essays relevant to the course theme, as well as chapters from the composition book, *Writing Situations*. Other readings may be available on Canvas or disseminated via email per instructions given in class. Please come to each class having completed all of the day's assigned readings. Note-taking and annotating your

readings are always encouraged. Additionally, please frequently refer to your free copy of the style and grammar handbook, *The Everyday Writer*, accessible through Canvas.

## Required Texts

### Textbooks

- Course Reader—Available for purchase at Maple Press (330 South 10<sup>th</sup> Street)
- *The Everyday Writer*, Andrea Lunsford—Available on Canvas

\*In addition to the “Everyday Writer” which is available to all freshman composition students through CANVAS, “Writer’s Help 2.0” is also a helpful supplementary resource for students looking for electronic writing assistance.

### 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>.

**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, one essay shall be written in class, and revised for a separate grade. In addition, ENGL 1A classes require multiple out-of-class essays.

**Online Weekly Writing Responses (GELOs 1, 2, 4, 5):** Once a week (usually before Wednesday classes), you will post a response on Canvas to a discussion I will start regarding the readings or topics we’ve discussed for the week. You are welcome to post a response discussing your own thoughts on the matter, or something responding to a post one of your peers has written. Each response should be about 250-350 words and must be submitted before the beginning of class on the day it is listed as due on the course schedule for that week. 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.

**Out-of-Class Essays (GELOs 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 Essays (GELOs 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 laptop 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 (GELOs 1-5):** The final for the course will be a reflective, 500-word, in-class essay prompting students to look back at the semester to discover the changes their attitudes and opinions have undergone as a result of their experience in English 1A. Just like the other in-class essays, the final will be composed on a laptop and uploaded to Canvas.

**Other Informal In-Class Writings/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, brainstorming, 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. These in-class activities will be written on a laptop or tablet and emailed to me. 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 or CANVAS.

### Assignment Word Counts and Learning Goals

Assignment	Word Count	GELO	CLO
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
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

### Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is 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 course grade of a C or better to pass English 1A.**

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.

### Assignment Grading Breakdown:

Assignment	Total Point Value	Percentage of Course Grade
3 Out-of-Class Essays (150 pts. each)	450	45%
1 In-Class Essay + Revised Final Draft (150 pts.)	150	15%
1 In-Class Final (100 pts.)	100	10%
10 Online Weekly Writing Responses (15 pts. each)	150	15%
10 Reading Quizzes (5 pts. each)	50	5%
Participation for the Semester	100	10%

**Assignment submissions:** Each major out-of-class essay will be submitted as a hard copy in a portfolio in class, and electronically on Canvas by the beginning of class on the scheduled due date. All writing responses will be submitted on Canvas by the beginning of class on each day listed on the course schedule.

**Late work:** Late out-of-class essays will be accepted up to one week after the due date. For each calendar day the assignment is late, half a letter grade will be deducted from the final grade. I will not accept submissions via email. After one week has passed, the assignment will no longer be accepted. For missed in-class essays you have one week to make up your essay during a scheduled appointment with me. If you know in advance of an absence which will prevent you from submitting a hard copy of an assignment or taking an in-class essay, please notify me ahead of time to make necessary arrangements. Points for missed online reading responses, informal in-class writings, and participation may not be made up.

Course grades will be calculated using the following scale:

<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

### Classroom Protocol

**In class daily:** Come to class on time, prepared to work and to contribute every single day. Bring your Course Reader, laptop or touchpad, writing implements, and any assignments due to each class meeting. If you have

not completed the assigned readings or writings for the day, do not come to class, as you will not be prepared to contribute to the learning environment.

**Use of electronics:** Cell phones visible on desks only pose a distraction to you and your fellow classmates. Keep cell phones on vibrate or silent and out of sight in your bag. We will be utilizing Learning Catalytics periodically throughout the semester for reading quizzes, in-class activities, and to facilitate in-class discussions, for all of which **you will need to bring a laptop or touchpad to class daily**. Forgetting your laptop or touchpad will prevent you from being able to take reading quizzes, and will ultimately result in a loss of participation points from your final course grade. If you require any other electronic device due to a disability, you must have formal documentation from the Accessible Education Center (AEC) on campus in order for accommodations to be made.

**Late/Absence policy:** Although you will not be penalized for tardiness, you will be graded for your participation in class each day. Habitual tardiness will undoubtedly impact your contribution to the class negatively and hinder the experience of your classmates as well. If you know in advance that you will be late for class, will have to leave class early, or will have to miss class altogether, please notify me via email as soon as possible. Do not email me following an absence to ask about what you missed in class; contact a classmate first and then see me only if you missed a handout distributed or work returned in class.

**Office hours:** If you need help, clarification, questions answered, or additional guidance on an assignment, I strongly encourage you to attend my weekly office hours on Mondays and Wednesdays. I am also available for scheduled appointments outside of my regular office hours. If you schedule an appointment during a time outside of my regular office hours and need to cancel or reschedule, please notify me ahead of time.

## 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-dbggen/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 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 at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop 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 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>, 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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - 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](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>.

## English 1A Spring 2016 Course Schedule

This schedule is subject to change with fair notice. Students will be notified of any changes ahead of time in class or via email.

**Key:**

**CR**=Course Reader

**Canvas Selections**=Listed in class and available online

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 28	Course intro, syllabus overview, assignment schedule, Learning Catalytics tutorial
2	Feb. 2	<b>Reading:</b> CR: “Introduction: California—The Bellwether State” (1-17) <b>In class:</b> In-Class Diagnostic Essay (Bring laptop)
2	Feb. 4	<b>Begin Unit 1: Creativity</b> <b>Reading:</b> CR: “California Dreaming: Myths of the Golden Land” (19-22) <b>In class:</b> Intro discussion on course theme & understanding writing feedback
3	Feb. 9	<b>Reading:</b> Canvas Selections <b>In class:</b> Discuss Unit 1 theme, CA songs <b>Canvas Response due by beginning of class</b>
3	Feb. 11	<b>Reading:</b> CR: Rawls (22-31); Didion (54-64); Understanding Rhetorical Situations (3-10); Purpose and Audience (18-24) <b>In class:</b> Perceptions of California, California Identity
4	Feb. 16	<b>Reading:</b> CR: Gibbs & Bankhead (84-94); Yu (100-109); Hondagneu-Sotelo (116-129); Miller, Miller, and Dyrness (141-148); The Writing Process (32-38, 46-57) <b>In class:</b> The immigrant experience in California <b>Canvas response due by beginning of class</b>
4	Feb. 18	<b>Reading:</b> CR: English-Lueck (236-242); KQED (242-248); Houston (274-290); McClung (372-374); Writing to Analyze (232-233, 250-252); <b>In class:</b> Identity as defined by place <b>Out-of-Class Essay 1 Rough Draft due in class</b>
5	Feb. 23	<b>Reading:</b> CR: The Revision Process (61-72) <b>In class:</b> Thesis statement workshop, discussion on peer editing workshops, assign peer editing workshop groups <b>Canvas response due by beginning of class</b>
5	Feb. 25	<b>Reading:</b> Group members’ rough drafts <b>In class:</b> Peer editing workshop
6	Mar. 1	<b>Out-of-Class Essay 1 Final Draft due in class and on Canvas</b> <b>Reading:</b> CR: Defining Sustainability 560-561 <b>In class:</b> Unit 1 culminating discussion, Department Assessment Essay, intro discussion on Unit 2 theme, look ahead at rest of course schedule
6	Mar. 3	<b>Begin Unit 2: Sustainability</b> <b>Reading:</b> CR: Ch. 6 Intro (379-383), Haslam (411-416), Reisner (416-420); Writing to Evaluate (263, 280-281) <b>In class:</b> The Water Wars Timeline; Writing & Social Engagement
7	Mar. 8	<b>Reading:</b> CR: Writing to Respond (200, 218-219); Writing to Argue (291-304) <b>In class:</b> Writing to respond & argue activity

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Canvas response due by the beginning of class</b>
7	Mar. 10	<b>Reading:</b> Two current articles of your choice on California drought w/ annotations <b>In class:</b> Debate/discuss drought articles in preparation for in-class essay on 3/15 <b>Canvas response due by the beginning of class</b>
8	Mar. 15	<b>In-Class Essay</b> (Bring laptop)
8	Mar. 17	<b>Reading:</b> CR: Hanson (428-432), Creamer (432-435), Writing to Propose (322-323, 340), Writing to Inform (172-173, 188-189) <b>In class:</b> Writing to propose/inform discussion, In-Class Essay revision assignment instructions <b>Canvas response due by beginning of class</b>
9	Mar. 22	<b>Reading:</b> In-Class Essay comments <b>In class:</b> In-Class Essay revision activity <b>Out-of-Class Essay 2 Rough Draft due in class and on Canvas</b>
9	Mar. 24	<b>In class:</b> <i>Twilight: Los Angeles</i>
10	Mar. 29	<b>SPRING BREAK: NO CLASS</b>
10	Mar. 31	<b>SPRING BREAK: NO CLASS</b>
11	Apr. 5	<b>Reading:</b> Group members' rough drafts <b>In class:</b> Peer editing workshop
11	Apr. 7	<b>Begin Unit 3: Global Citizenship</b> <b>Reading:</b> CR: "California and the Popular Imagination (315-319); Allmendinger (319-326); Fine (326-332); <b>In class:</b> Hollywood fictions <b>Out-of-Class Essay 2 due in class and on Canvas</b>
12	Apr. 12	<b>Reading:</b> CR: Lewis (293-298), Polan (337-352), West (332-334) <b>In class:</b> The burning of Los Angeles/Hollywood <b>Canvas response due by the beginning of class</b>
12	Apr. 14	<b>Reading:</b> Synthesizing Information (442-443, 448, 452-453, 456-458) <b>In class:</b> Synthesizing research into your writing, Unit 3 Project instructions, pick Project groups <b>Canvas response due by beginning of class</b>
13	Apr. 19	<b>Reading:</b> Canvas selections <b>In class:</b> CA politics and future <b>Unit 3 Project Group Proposals Due</b>
13	Apr. 21	<b>In class:</b> Proposal conferences & group work day <b>Canvas response due by beginning of class</b>
14	Apr. 26	<b>Reading:</b> Canvas selections <b>In class:</b> Political issues/future of California on the global scale <b>Canvas response due by beginning of class</b>
14	Apr. 28	<b>Reading:</b> Canvas selections
15	May 3	<b>In class:</b> Group work day
15	May 5	<b>Unit 3 Presentations</b> <b>All students' Individual Essays due</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	May 10	<b>Unit 3 Presentations</b>
16	May 12	Culminating Discussion
Final Exam	May 19/ 12:15-2:30	<b>Final: Reflective In-Class Essay</b> (Bring laptop)

### Extra Credit Opportunities

I expect every student to stay on top of their work and complete all reading and writing assignments throughout the semester. That being said, there will be a few opportunities to receive minimal amounts of extra credit throughout the semester. These opportunities include:

\*Attend one lecture or speech by one of the guest speakers in the MLK Library and write a 250-word response describing the experience. I will provide more information regarding these extra credit opportunities as the semester continues.