

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Sections 2, 10, & 22, Fall 2012**

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<b>Office Hours:</b>	MW 10:25-1155 & by Appointment
<b>Class Days/Time:</b>	M/W Section 2: 07:30 to 08:45 (am) M/W Section 10: 09:00 to 10:15 (am) M/W Section 22: 12:00 to 1315
<b>Classroom:</b>	Section 2: BBC 124 Section 10: BBC 124 Section 22: BBC124
<b>Required Textbooks:</b>	Muller, Gilbert G. <i>The McGraw-Hill Reader: Issues Across the Disciplines</i> . 11 <sup>th</sup> ed. New York: McGraw-Hill, 2011. Ellsworth, Blanche & John A. Higgins. <i>English Simplified</i> . 13 <sup>th</sup> ed. Boston: Pearson, 2012. <i>The American Heritage or Merriam Webster Dictionary</i> . You will also need the following: a folder for all essays and written work, a pen that writes with <b>black</b> ink, a back up or jump drive for all essays and written work. Also 3 large exam books.

**English 1B Course Description:**

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

**Prerequisite:** Passage of Written Communication 1A (C or better) or approved equivalent. A-F grading

## **Course Goals and Student Learning Objectives:**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

## **Student Learning Objectives:**

- SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.
- SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.
- SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.
- SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.
- SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.
- SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

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

than just correcting grammatical or structural errors. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

**Essays:** Essays must be handed in during class and on the date they are due, and they must meet the word requirement. If an essay does not meet the word requirement, it will earn an “F” grade or less and failure of the class. Also, they must be typed on white paper, with 12 font, and be typed according to MLA style. Word count can be found by using tools on Microsoft word. When you hand in your final essay, you must hand in the final draft on top, the edited rough drafts (write rough draft on it), and the peer-editing sheet. You do get credit for peer editing. Word count should be typed below the last line of writing. *A student is expected to complete every in-class-essay given and every out-of-class essay assigned in order to pass this course. Any student who does not complete all essays and meet the word count will automatically fail the class. I do not take any emailed work. You must submit a hard copy and a copy to turnitin.com of all your out-of-class essays. In-class essays must be written in black or blue ink in a large exam book.*

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

**Course Materials:** A dictionary, a rhetoric (or rhetoric/reader), and a handbook are appropriate materials for English 1B.

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

**The University Essay Final Exam:** A common essay final, graded holistically, will count as 20 percent of your course grade. You must take the final exam in order to pass the course. The final exam is on Saturday, December 8<sup>th</sup> 2012 @ 10:00 am (Location TBA)

**Grading:** A-F.

### **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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop](#)

<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/>.

### **Grading Policy:**

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

### **University Policies**

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

**Recording policies:** Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Academic integrity:**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

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

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

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must

register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Student Technology Resources:**

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

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

### **Peer Connections:**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information ([peerconnections.sjsu.edu](http://peerconnections.sjsu.edu)) and be sure to come see us!

### **SJSU Writing Center:**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Faculty Web Page and MYSJSU Messaging (Optional):**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/inga.silva> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

## **Classroom Protocol:**

I expect you to come to class prepared. Read the assignments before the date they are do. Ask questions during class. Hand in work on time. Please raise your hand if you have a question. As courtesy to me and the rest of the class, turn your cell phones and musical entertainments off. No text messaging during class. It is expected that you arrive on time, and if an emergency occurs that makes you late, enter the class quietly so as not to disturb the class. We all have different backgrounds and will respect each other in this class.

## **Assignments and Grading Policy**

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

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

### **Grading Criteria for In-Class Essays:**

All essays must demonstrate understanding of the topic and fulfillment of the assignment. Grading will address mechanics and content. Remember you are graded on the quality of your ideas as well as the proficiency of your grammar.

#### The “A” Essay

- Is well-developed and well-organized.
- Contains details to support a thesis.
- Intelligently responds to both passages.
- Demonstrates an awareness of the implications of language usage in the prompt.
- Demonstrates a high level of syntactic variety.
- Is relatively free of errors.
- Uses quotations effectively.

#### The “B” Essay

- Is well-developed and well-organized, though may offer fewer details.
- Intelligently understands the topic.
- Addresses both passages and parts of the topic.
- Demonstrates facility in using language with some syntactic variety/range of diction.
- May have a few errors.

#### The “C” Essay

- Will be somewhat developed, perhaps with some lack of detail.
- Will be organized, but may lack balance in treating part of the prompt.
- May lack syntactic variety, or write in simple sentences.
- Contains easily corrected errors that do not impair meaning.

#### The “D” Essay

- May lack development.
- May lack details or specifics.
- May be poorly organized.
- Demonstrates a misunderstanding of the topic.
- Have large patterns of sentence errors (agreement, tense, diction, spelling, mechanics, etc).

#### The “F” Essay

- May have only superficial development
- Suggests significant misunderstanding of the prompt.
- Has obvious problems of organization or coherence has serious/frequent errors in sentence construction, grammar, or mechanics.

#### **Grading Criteria for Out-of-Class Essays:**

##### The “A” Essay

- Is fluent, well-developed, demonstrating a clear understanding of the assignment.
- Uses language effectively with some sophistication demonstrated by word choices.
- Has sentences that have syntactic complexity and variety.
- Has a title, introduction, clear thesis, topic sentences, body paragraphs, transitions and conclusion that convey the essay’s message in an intelligent and organized manner.
- Has content that conveys ideas that have a degree of excellence.
- Meets the requirements of length (word count), topic, and follows the MLA standards of presentation.
- Is submitted on time with appropriate pre-writing materials.
- Is neat and pleasing to the eye.
- Is free of grammatical, mechanical and usage errors.
- Fluently and accurately analyzes and evaluates supporting materials obtained from the library demonstrating the ability to synthesize ideas with a degree of excellence and intelligently approaches the topic as indicated by research that adds, refines, or supports the thesis. It does not overuse sources.
- Has sources that indicate a conceptual knowledge of what is a good source for an academic paper.
- Uses sophisticated examples.
- With a degree of fluency and sophistication, synthesizes ideas (combines to a new whole) with proper documentation of all sources.
- Illustrates proficiency in using quotations effectively.
- Has a works cited page with accurate documentation and follows the MLA style.
- Has accurate parenthetical documentation and follows MLA style.

##### The “B” Essay

- Is well organized and well developed, demonstrating a clear understanding of the assignment.
- Uses language less effectively with less sophistication demonstrated by word choices.
- Has sentences have limited syntactic complexity and variety.
- Has a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner.
- Has content will convey ideas that adequately meet the assignment but may be weak in one of the assigned tasks.
- Meets the requirements of length (word count), topic, and follows the MLA standards of presentation.
- Is submitted on time with appropriate pre-writing materials.
- Is neat and pleasing to the eye.
- Contains rare grammatical, mechanical and usage errors.
- Accurately analyzes and evaluates supporting materials obtained from the library demonstrating the ability to synthesize ideas intelligently as indicated by research that adds, refines, or supports the thesis. It does not overuse sources.

- Has sources that indicate a conceptual knowledge of what is a good source for an academic paper.
- Illustrates proficiency in using quotations effectively.
- With a degree of sophistication, synthesizes ideas (combines to a new whole) with proper documentation of all sources.
- Has a works cited page with accurate documentation and follows the MLA style though may contain a few errors.
- Has accurate parenthetical documentation and follows MLA style though may contain a few errors.

#### The “C” Essay

- Is adequately organized and developed, but only meets the requirements of the assignment.
- Uses language less effectively demonstrated by only adequate word choices.
- Has sentences that have very limited syntactic complexity and variety and are indicative of less mature writing.
- Has a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner.
- Has content that conveys ideas that only meet the requirements of the assignment.
- Meets the requirements of length (word count) & topic, and it follows the MLA standard of presentation.
- Is submitted on time with appropriate pre-writing materials.
- Is neat and pleasing to the eye.
- Contains a few grammatical, mechanical and usage errors.
- Accurately analyzes and evaluates supporting materials obtained from the library demonstrating an average ability to synthesize ideas intelligently as indicated by research that adds, refines, or supports the thesis. It may slightly overuse sources.
- Has sources that indicate a conceptual knowledge of what is a good source for an academic paper.
- Illustrates an average ability to synthesizes ideas (combines to a new whole) with proper documentation of all sources though may have some errors.
- Illustrates proficiency in using quotations effectively.
- Has a works cited page with documentation and follows the MLA style though may contain some errors.
- Has accurate parenthetical documentation and follows MLA style though may contain some errors.

#### The “D” Essay

- Not organized and/or developed, missing the requirements of the assignment by lacking organization and/or inadequately (superficially) developing the ideas.
- Uses language less effectively with inadequate word choices.
- Has only one two types of sentences, lacking any syntactic variety or complexity.
- May or may not have a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner, slighting or ignoring one aspect of this.
- Has content that conveys ideas that did not meet the assignment because they were incorrectly written on the wrong topic or inadequately developed by limited discussion or adequately developed but because of frequent grammar errors, the message was not conveyed.
- Does not meet essay the requirements of length (word count), topic, and follow the MLA standard of presentation.
- Not submitted on time with appropriate pre-writing materials.
- Not neat and pleasing to the eye.



- Contains frequent grammatical, mechanical and usage errors.
- Lacks accuracy in analyzing and evaluating supporting materials obtained from the library demonstrating difficulty in synthesizing ideas intelligently as indicated by inadequate research that does not add, refine, or support the thesis adequately or accurately. It may overuse sources.
- Has sources that indicate a lack of conceptual knowledge of what is a good source for an academic paper.
- Illustrates a below average ability to synthesize ideas (combines to a new whole) and lacks proper documentation of all or some sources.
- Illustrates difficulty using quotations.
- Has a works cited page with inaccurate documentation and follows the MLA style though may contain many errors.
- Has inaccurate parenthetical documentation and does not follow MLA style containing many errors.
- Does not meet the requirements.

#### The “F” Essay

- Demonstrates a striking underdevelopment of ideas and insufficient or unfocused organization.
- Uses language without a clear effect as indicated by word choices.
- Has sentences that are basically all one or two types of sentences, lacking any syntactic variety or complexity.
- May or may not have a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner, ignoring one or more aspects of the basic essay components.
- Has content that conveys markedly underdeveloped ideas that did not meet the assignment because they were incorrectly written on the wrong topic or inadequately developed by limited discussion or adequately developed but because of frequent grammar errors, the message was not conveyed.
- Does not meet essay the requirements of length (word count), topic, and follow the MLA standard of presentation.
- Is not submitted on time with appropriate pre-writing materials.
- Is not neat and pleasing to the eye.
- Contains a serious amount of grammatical, mechanical and usage errors.
- Lacks accuracy in analyzing and evaluating supporting materials obtained from the library demonstrating difficulty in synthesizing ideas intelligently as indicated by inadequate research that does not add, refine, or support the thesis adequately or accurately. It may overuse sources, not use enough sources, or use inappropriate sources.
- Uses sources that indicate a lack of conceptual knowledge of what is a good source for an academic paper.
- Illustrates a below average ability to synthesize ideas (combines to a new whole) and lacks proper documentation of all or some sources.
- Has quotations that are ineffective, absent, or inadequate.
- Has a works cited page with inaccurate documentation and follows the MLA style though may contain many errors.
- Has inaccurate parenthetical documentation and does not follow MLA style containing many errors.
- Is marred by many errors on almost every level such as content, grammar, and research so that it does not meet minimal requirements.

Grade Breakdown

Essay	% of grade	Word Count	Maximum Points
Essay #1 Diagnostic	0% but required	500+	0 points just required
Essay #2 Out of Class	10%	1500	100
Essay #3 In-Class	10%	700	100
Essay #4 Out of Class	10%	1300	100
Essay #5 In-class	10%	700	100
Essay #6 Out of Class	10%	2000	100
Essay #7 Out of Class	10%	700	100
Final #8	20%	NA	200
CT Report Reports (7)	7%	700+	10 points each
Quizzes (8)	7%		10 points each
Peer Edit #1 (3)	3%		10 points each
Presentation	3%		30 points
Total Points	100%	8000 words	1000 points

Final grade break down individual essays

Grade	Points	5 %	10%	20%	Final Grade Breakdown
A	100	50	100	200	946-1000
A-	95	47.5	95	190	901-945
B+	90	45	90	180	860-900
B	85	42.5	85	170	850-859
B-	80	40	80	160	800-849
C+	75	37.5	75	150	750-799
C	70	35	70	140	700-749
C-	65	32.5	65	130	650-699
D+	60	30	60	120	600-649
D	55	27.5	55	110	550-599
F	35	15	30	60	350-549

**Rough Draft: All essays must be handed with the rough draft. Final draft goes on top, peer editing, and rough draft. You will not get credit without your rough draft.**

**Peer Editing:** It is required for all out-of-class essays. Bring a copy of the first 5 pages of your draft—a computer draft will not work, need a hard copy. It is worth 10 points and is mandatory.

**Quizzes:** Some quizzes may change or not be given on an exact date depending on the needs of the class. They cannot be made up. They are usually given the first 10 minutes of class.

**CT Reports:** Will be explained in class.

**Rewrites:** With the exception of the research essay, you are allowed to rewrite 1 essay during the semester for a higher grade, but it must be submitted on the last day of class. See me during office hours if you want help with a re-write.

**Help:** If you need help, I am available during office hours and by appointment. I am only in my office on Monday and Wednesday.

### English 1B, Fall 2012, Course Schedule

Table 1 Course Schedule

Week	Date	<i>Readings &amp; Assignments</i>
		<i>Note: Readings are expected to be read before the class they are assigned for.</i> <b>MHR: The McGraw-Hill Reader, ES: English Simplified</b> <b>SLO's are the student learning objectives the assignment meets</b>
1	8/22/12 Wed.	Introduction to the Class
2	8/27/12 Mon.	<i>MHR: Chapter 1: "Reading and Responding to Texts in the 21<sup>st</sup> Century," pp. 2-12. "From Ancient Greece to Iraq, the Power of Words in Wartime," by Robin Tolmach Lakoff &amp; "Judging Honesty by Words, Not Fidgets," by Benedict Carey. These essays are in chapter 1, but if you do not have a book yet, you can Google them and find them on the web. SLO 1, 2, &amp; 3.</i>
2	8/29/12 Wed.	<b>Diagnostic Essay #1</b> SLO 1, 2, 3, & 4.
3	9/3/12 Mon.	<i>Labor Day –Campus Closed</i>
3	9/5/12 Wed.	<i>MHR: "How to Mark a Book," by Mortimer J. Adler, pp. 13-7, "Annotating, Taking Notes, Questioning the Text, &amp; Message-</i>

Week	Date	<p align="center"><i>Readings &amp; Assignments</i></p> <p align="center"><i>Note: Readings are expected to be read before the class they are assigned for.</i></p> <p align="center"><b>MHR: The McGraw-Hill Reader, ES: English Simplified</b></p> <p align="center"><b>SLO's are the student learning objectives the assignment meets</b></p>
		Making," pp. 17-23. SLO 2 & 4. <b>CT Reports Assigned and Explained SLO 1-5</b>
4	9/10/12 Mon.	<i>MHR</i> : "Paraphrasing, Summarizing, Quoting, & Synthesizing," pp. 23-30; "On Keeping a Private Journal," by Henry David Thoreau, pp. 30-32; "Writing is Easy," by Steve Martin, pp. 33-5. SLO 1-4. <b>Essay #2 Argument Assigned SLO 2, 4, &amp; 5.</b> Quiz #1
4	9/12/12 Wed.	<i>MHR</i> : "Reading & Writing Effective Arguments," pp. 120-1, 124-133; "Writing Powerful Arguments," pp. 135-148. Focus on "Guidelines for Argumentative Synthesis," pp. 146-7. SLO 1-5 <i>ES</i> : "Agreement," p.126 SLO 1 <b>CT Report #1 Due SLO 1-5</b>
5	9/17/12 Mon.	<i>MHR</i> : "Do I Really Have to Join Twitter?" by Farhad Manjoo, pp. 148-49; "In Defense of Twitter," by Caroline McCarthy, pp. 150-1; "Social Sites Are Becoming Too Much of a Good Thing," by Ellen Lee, pp. 152-5. SLO 1-5. <i>ES</i> : "Agreement," p.127 SLO 1 Quiz #2
5	9/19/12 Wed.	<i>MHR</i> : "Oh, What a Tangled Online Dating Web We Weave," by Ellen McCarthy, pp. 155-7; "Mirror, Mirror on the Web," by Lakshmi Chaudhry, pp. 157-63. SLO 1-5 <i>ES</i> : "The Comma," Sections: 201-201C, p.31 <b>CT #2 Report Due SLO 1-5</b>
6	9/24/12 Mon.	<i>MHR</i> : "Education & Society," pp. 254-5; "Learning to Read & Write," by Frederick Douglas, pp. 258-62. SLO 1-5 <b>Peer Editing Essay #2 5 pages of your rough draft typed</b>
6	9/26/12 Wed.	<i>MHR</i> : "The Graduates," by Louis Menand, pp. 269-71; "Unplugged: the Myth of Computers in the Classroom," by David Gelernter, pp. 278-80. SLO 1-5. <b>Essay #2 Due SLO 1-4</b>
7	10/01/12 Mon.	<i>MHR</i> : "What Bright Girls Decide That Math Is a 'Waste of Time,'" by Susan Jacoby, pp.282-5. SLO 1-5. <i>ES</i> : "The Comma," Sections: 201D-201F, p.32 SLO1 Quiz #3
7	10/03/12 Wed.	<i>MHR</i> : "Family Life & Gender Roles: How Do We Become Who We Are?" pp.294; "Family Values," by Richard Rodriguez, SLO 1-5.

Week	Date	<p style="text-align: center;"><i>Readings &amp; Assignments</i></p> <p style="text-align: center;"><i>Note: Readings are expected to be read before the class they are assigned for.</i></p> <p style="text-align: center;"><i>MHR: The McGraw-Hill Reader, ES: English Simplified</i></p> <p style="text-align: center;"><i>SLO's are the student learning objectives the assignment meets</i></p>
		<p><i>ES: "The Comma," Sections: 201F-202A, p.33 SLO 1</i>  <b>CT Report #3 Due</b> SLO 1-5</p>
8	10/08/12 Mon.	<p><i>MHR: "Once Upon A Quinceanera," by Julia Alvarez, pp.328-32; "The Estrangement," by Jamaica Kincaid, pp.333-5. SLO1-5</i>            Prep for Essay #3, Bring Large Blue Book next class &amp; pen, Dictionary okay.  <i>ES: "The Comma," Sections: 202A-203C, p. 34 SLO 1</i>            Don't forget large Blue Book for next class            Quiz 4</p>
8	10/10/12 Wed.	<p><b>Essay #3 In-Class Essay</b> SLO 1, 2, 4, &amp; 5</p>
9	10/15/12 Mon.	<p><i>MHR: "Digital Scheherazades in the Arab World," by Fatema Mernissi, pp.336-45. SLO-1-5</i>  <i>ES: "The Semicolon," Sections: 210-211E, pp. 36-7</i>  <b>Essay #4 Assigned</b> SLO 1, 2, 3, 4, 5, &amp; 6</p>
9	10/17/12 Wed.	<p><i>MHR: "Media &amp; Popular Culture: What is the Message?" pp.508-9. "The Gangster as Tragic Hero," by Robert Warshow, pp.512-7; "We Love "Mad Men," by Lauren M.E. Goodlad, pp.517-21. SLO1-5</i>  <i>ES: "Quotation Marks," Sections: 215-219B, pp.38-9.</i>  <b>Ct #4 Due</b> SLO 1-5            Quiz #4</p>
10	10/22/12 Mon.	<p><i>MHR: "2 Live Crew, Decoded," by Hendry Louis Gates, Jr. pp.523-4. SLO1-5. Find an article on Megan Meir, Julian Assange, and the issue of free speech. SLO-6. Here are some available:</i>  <a href="http://www.pcanswer.com/tag/megan-meier/">http://www.pcanswer.com/tag/megan-meier/</a>  <a href="http://www.cbsnews.com/stories/2008/01/30/scitech/pcanswer/main3768945.shtml">http://www.cbsnews.com/stories/2008/01/30/scitech/pcanswer/main3768945.shtml</a>  <a href="http://www.nytimes.com/2012/08/21/opinion/global/chappatte-cartoon-Aung-San-Suu-Kyi-Receives-Her-Nobel-Prize.html">http://www.nytimes.com/2012/08/21/opinion/global/chappatte-cartoon-Aung-San-Suu-Kyi-Receives-Her-Nobel-Prize.html</a>  <a href="http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all">http://www.nytimes.com/2011/01/30/magazine/30Wikileaks-t.html?pagewanted=all</a>            "Dealing With Assange and the WikiLeaks Secrets," by Bill Keller            SLO 1, 2, 3, 4, 5, &amp; 6  <i>ES: "The Colon &amp; The Dash," Sections: 220-222D, pp.39-40.</i>            Peer Editing of Essay #4</p>
10	10/24/12 Wed.	<p><i>MHR: "Government, Politics, and Social Justice: How Do We Decide What is Fair?" pp.396-7; "I Have a Dream," by Martin Luther King Jr.; "We're All Torturers Now," by Dahlia Lithwick,</i></p>

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		pp.409-12 <i>MHR</i> : "Writing a Research Project," pp. 166-8; "Navigating the Research Project," pp.168-181. <i>ES</i> : Peruse 507-507G Quiz 5 <b>Essay #4 Due, Essay #6 Assigned: Research Essay Project SLO1-6</b>
11	10/29/12 Mon.	<i>MHR</i> : "Is Texas America," by Molly Ivins, pp. 412-9; "Obama vs. Marx," by Alsan Wolfe, pp. 424-9; "Grant and Lee: A Study in Contrasts, by Bruce Catton, pp.430-3; "Locating Sources," pp.170-9. SLO 1, 2, & 4
11	10/31/12 Wed.	<b>GO TO MLK LIBRARY</b> Library Class
12	11/5/12 Mon.	<i>MHR</i> : "Business & Economics: How Do We Earn Our Keep?" pp.452-3; "Professions for Women," by Virginia Wolfe, pp.456-60 "Delusions of Grandeur," by Henry Louis Gates, Jr. pp. 461-3 "Gathering & Organizing Data," pp.182-7 SLO 1, 2, & 4 <i>ES</i> : "Italics," Sections: 214-214F, pp.37-8 SLO1 <b>CT #5 &amp; 6 Due</b> SLO 1-5 Quiz 6
12	11/07/12 Wed.	<b>Essay #5 Free Speech In Class Essay</b>
13	11/12/12 Mon.	<i>Veteran's Day – Campus Closed</i>
13	11/14/12 Wed.	<i>MHR</i> : "The Death of Horatio Alger," by Paul Krugman, pp.465-7; "Globalization: The Super-Story," by Thomas L. Friedman, pp.472-5 SLO 1, 2, & 4. <b>Research paper peer editing.</b> SLO 1
14	11/19/12 Mon.	<i>Review for grammar midterm.</i> <i>MHR</i> : "Science & Technology: What Can Science Teach Us," pp. 788-9; SLO 1, 2, & 4 <b>Research Essay Due Essay #6 Due</b> SLO 1, 2, 3, 4, & 5
14	11/21/12 Wed.	Grammar Midterm 7 Grade check & Mini conference
15	11/26/12 Mon.	<i>MHR</i> : "Natural Selection," by Charles Darwin, pp.792-7; "Darwin at 200: The Ongoing force of His Unconventional Idea," by

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		Verlyn Klinkenborg, pp. 797-9 SLO 1, 2, & 4 <b>CT #7 Due</b> SLO 1-5
15	11/28/12 Wed.	<i>MHR</i> : “Nutcracker.com,” by David Sedaris, pp. 800-4; “How Computers Change the Way We Think,” by Sherry Turkle, pp. 805-10. SLO 1, 2, & 4 <b>Essay #7 Assigned Image Essay</b>
16	12/03/12 Mon.	<i>MHR</i> : “Staying Human,” by Dinesh D’Souza, pp.816-25. SLO 1, 2, & 4 Prep for Final
16	12/05/12 Wed.	Peer Editing of Final Paper Prep for Final Final Grammar & Reading Quiz 8
Final Exam	Saturday, December 8	10:00am – 12:00am, location TBA <b>Essay #8 Final</b>
17	12/10/12 Mon.	Last Class & Last Day of Office hours. Return of final quiz <b>Final Essay Due—Essay #7</b> SLO 1, 2, 3, 4, & 5

### **Important SJSU dates Fall 2012**

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran’s Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty

