

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A: Composition I, GE/ SJSU Category: Area A2**  
**Section 10 and 21, Spring 2014**

<b>Instructor</b>	<b>Roohi Vora</b>
<b>Office Location</b>	<b>Faculty Office 118</b>
<b>Telephone</b>	<b>(408) 924 - 4428</b>
<b>Email</b>	<b>roohi.vora@sjsu.edu</b>
<b>Office Hours</b>	<b>Tuesdays and Thursdays, 12:00-1:00</b>
<b>Class Days/Time</b>	<b>Tuesdays and Thursdays, 9:00 – 10:15 10:30 – 11:45</b>
<b>Classroom</b>	<b>SH 411 and BBC 125</b>

### **Course Description**

Welcome to English 1A! This class is the first course in SJSU's two-semester, lower-division composition sequence, and it provides an introduction to baccalaureate-level composition with attention to the "personal voice" and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. This course fulfills the written communication requirement of the university's core GE, and it is intended to increase your capacity to write, read, and think critically at the college level—all of the assignments will help develop these abilities. We will study various rhetorical modes along with stages of the writing process such as organizing, drafting, editing, and revising. You will learn to communicate meaning clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. This course is demanding, and I will expect a great deal of work from all of you; however, I am here to help you learn, and I hope you come away from this course with an increased appreciation for writing.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

**Course Objectives/Goals:** Students shall achieve the ability to write complete essays that demonstrate college level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.

- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

## General Education Area A2 Student Learning Outcomes

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

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

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

**SLO 4:** Students shall write complete essays that demonstrate the ability to write for different audiences. The essays shall have an identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).

## University Policies

### Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent work load expectations as described in the syllabus.

### Academic Policies

You are responsible for reading the information on adding and dropping classes as well as SJSU academic policies (academic integrity, plagiarism, ADA and DRC policies) available online. <http://www.sjsu.edu/english/comp/policy/index.html>

### Student Technology Resources (Optional):

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.

#### **Tutoring:**

San Jose State University provides students with free tutoring at the SJSU Writing Center. This center will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use this service; it is a common myth that these services are for “dumb” students, but no published author made it without another pair of eyes on her/his work. ***If I recommend you to The Writing Center, please take the recommendation seriously and schedule a tutoring appointment immediately.***

The SJSU Writing Center is located on the first floor of 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. You can call (408) 924-2308 in order to make an appointment, or you can schedule an appointment and refer to the numerous online resources offered through the Writing Center at the following website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan on Facebook.

#### **Peer Mentor Center (optional):**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>

#### **The University Essay Final Exam:**

A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the exam holistically under controlled conditions. The departmental final exam for all English 1A students will be held on ***May 10, 2014 from 8:00 A.M. to 10:00 A.M.*** (the specific location will be announced at a later date). ***This exam is mandatory, and you must complete it in order to pass the course.***

#### **Departmental Grading Policy**

Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. This class must be passed with a C or higher to move on to English 1-B. A passing grade in the course signifies that the student is a capable college level writer and reader of English.

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.

Note: Essays will be graded on the A-F scale. This class must be passed with a C or higher to move on the English 1B (C- is not acceptable for 1B). A passing grade in the course signifies that the student is a capable college-level writer and reader of English. Essays in this class will be graded according to the following SJSU academic standards for assessment:

- The “**A**” essay will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from grammatical, mechanical, and usage errors.
- The “**B**” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The “**C**” essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.
- The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

### **Required Texts & Materials**

- Kirszner & Mandell, *Patterns For College Writing: A Rhetorical Reader and Guide*, Twelfth Edition (PCW) ISBN - 9780312676841
- SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford (Fifth Edition) ISB – 9781457667121; Electronic Edition ISBN- 9781457633423 or Bedford/St. Martin’s online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)
- A college-level dictionary like OED
- 4-8 yellow books for in-class essays
- 1-2 yellow examination booklets for the final exam
- Note: Please bring *Patterns For College Writing*, *The Everyday Writer*, and your notebook to class everyday

## **Classroom Protocol, Assignments, and Grading Breakdown**

### **Reading:**

Reading for the course shall be extensive and intensive and include models of writing for academic, general, and specific audiences. You will be required to complete reading assignments on a daily basis. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of the various types of writing that we will be studying throughout the semester. In addition, you must submit reader responses every class period throughout the semester (as noted on the schedule). Remember: The more you read, the better you will write.

### **Writing:**

This is a composition course - every class period will involve a written component. There are eight required essays: four in-class (including an ungraded diagnostic) and four out-of-class. ***YOU MUST COMPLETE ALL 8 ESSAYS IN ORDER TO PASS THE COURSE!*** Bring pens, yellow books, and a dictionary for in-class essays. ***These cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed, double-spaced, and in 12-point, Times New Roman font. They must be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *The Everyday Writer*). Out-of-class essays will have specified minimum page length requirements that will be listed on the prompt sheets. Essays will be due at the beginning of class period on the date indicated on your green sheet.

### **Late Policy:**

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

### **Workshops:**

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Bring 3 copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

### **Homework/Reader Responses:**

Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of grammar exercises from *The Everyday Writer* and written responses to the readings. Reader responses are an important part of your homework and are due every class period throughout the semester, as noted on the class schedule. In these responses you shall record analysis, thoughts, opinions,

questions, and personal reactions to the texts. Each entry must be dated, and it must be a minimum of one full page (typed, double-spaced, with one-inch page margins). **To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.** Do not simply summarize plot—show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. **Reader responses and grammar homework will not be accepted late—no exceptions.**

**Class Work, Homework, and Participation:**

We will complete daily work in class that will be collected at the end of class period and count towards your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class on a daily basis and come on time. **Absences and/or tardiness will affect your grade.** In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary.

**Please note:** Once again, as a courtesy to others, attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. **Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your cell phone (this especially includes under the desk/table text messaging—I do see you!).**

Quizzes, grammar exercises, debates, and short presentations will also factor into this portion of your course grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar quizzes in advance.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/or assignment from a classmate. For this purpose obtain names and phone numbers and/or email addresses of at least three of your class mates.

Classmate # 1 Name/phone/e-mail: .....

Classmate # 2 Name/phone/e-mail: .....

Classmate # 3 Name/phone/e-mail: .....

**Grading Breakdown:**

Out-of-Class essays (4 at 10% each)	40%
Final Exam	20%
In-Class Essays (3 at 5% each + C/NC Diagnostic)	15%
Homework (Reader Responses, Grammar Exercises)	15%
Class Participation (Discussion, In-Class Writing etc.)	10%

English I – A is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays assigned above. Each grade will be worth points and will constitute a certain percentage of the total grade (as given above in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point range for each letter grade is

as follows: A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69 D 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class activity for the day. 15% (homework) + 10% (class participation) will be calculated on the basis of the points received by each student out of the total due. The University essay final exam will be graded holistically by the English Department faculty members, and the grading criteria will be determined by the English Department Composition Director and Committee. 20% of the total course grade will be based on that.

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

### **Office Hours**

I hope all of you will utilize my office hours at some point in the semester. I am here to help *you* in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please stop by and visit. If my office hours are not convenient, I would be happy to make an appointment with you on an individual basis at a time more suited to your schedule.

## English 1A, Spring 2014, Course Schedule

Reading assignments must be *completed* by the day they are listed!

SLO = Student Learning Outcome; EW = *Everyday Writer*; PCW = *Patterns for College Writing*

**ALWAYS bring *The Everyday Writer* and *Patterns for College Writing* to class, along with any books/handouts from which reading is assigned for the day!**

Date	Topics, Readings, Assignments, Deadlines
Thursday, January 23	Class: Introductions, syllabus review, grammar diagnostic, and discussion of Tuesday's Diagnostic Essay Homework: Bring Yellow books, pens, and a dictionary for in-class Essay on Tuesday
Tuesday, January 28	<b>Essay #1 (In-class Diagnostic) (SLO 1-4; 600 words)</b> Homework: Read Part One: The Writing Process (PCW 11-93); Description (PCW 151-169); Handout: Cane's "Snow Toward Evening;" Begin reading the section on "Language" in <i>Everyday Writer</i> (EW 243-284) Exercises 21-1, 21-2, 23-2 (EW pages 252-264)
Thursday, January 30	Class: Discuss Cane; In-Class writing practice; show don't tell exercise Homework: Read Planning a Descriptive Essay (PCW 151-169); White's "Once More to the Lake" (PCW 194-201; Essay); 1 page response (SLO 2-3) Exercises: 23-3, 23-4, 23-5 (EW 266-267)
Tuesday, February 4	Class: Discuss White; <b>Go over prompt for Essay # 2 (Description) (SLO 1-4; 1400 words) due Tuesday, February 18.</b> Homework: Read Narration (PCW 97-108); Handout: Poe's "The Tell-Tale Heart;" 1 page response (SLO 2-3) Exercise: 23-8, 23-9 (EW 270-272)
Thursday, February 6	Class: Discuss readings. Short video on "The Tell-Tale Heart" Homework: Read Cisneros' "Only Daughter" (PCW 111-115); Satrapi's "The Socks" (PCW 109-110). Journal Entry (PCW 110) Begin reading the section on "Sentence Style" in <i>Everyday Writer</i> (EW 285-314) Exercises: 25-1, 25-2, 25-3 (EW 289-294)
Tuesday, February 11	Class: Discuss Cisneros, Satrapi Homework: Read Orwell's "Shooting an Elephant" (PCW 133-141) (in-class quiz on Thursday) Exercises: 26-1, 26-2, 27-1, 27-2 (EW 297-301)

Date	Topics, Readings, Assignments, Deadlines
Thursday, February 13	Class: Orwell; In-class quiz and group discussion (SLO 2-3) Homework: Read Exemplification (PCW 211-225); Cofer's "The Myth of the Latin Woman: I just Met a Girl Named Maria" (232-239); Staples' "Just Walk on By: A Black Man Ponders his Power to Alter Public Space" (PCW 240-245); ½ page response to each reading (SLO 2-3) Exercises: 28-1, 29-1 (EW 305-310)
Tuesday, February 18	<b>Essay #2 DUE (Out-of-class Description) (SLO 1-4; 1400 words)</b> Class: Discuss Exemplification. Cofer, Staples; in-class writing practice Homework: Bring Yellow books to class for in-class essay Thursday Begin reading the section on "Sentence Grammar" in <i>Everyday Writer</i> (EW 315-396) Exercises: 31-1, 31-2, 31-4, 31-7 (EW 319-328)
Thursday, February 20	Class: <b>Essay # 3, in-class (Exemplification SLO 1-4; 600 words)</b> Homework: Read Process (PCW 263-278); Jackson's "The Lottery" (PCW 311-318); Fish's "Getting Coffee is Hard to do" (PCW 286-289); ½ page response to each reading (SLO 2-3) Exercises: 31-11, 31-12, 31-13, 31-14 (EW 337-339)
Tuesday, February 25	Class: Discuss readings; <b>Go over prompt for Process Analysis Essay # 4 (SLO 1-4; 1400 words)</b> Homework: Handout: Vora's "The Magic of Mehendi: The Henna Painting Ceremony;" "Inked Well" (PCW 685-691); ½ page response to each reading (SLO 2-3); "Four Tattoos" (226) Exercises: 32-1, 32-2, 32-3, 32-4 (EW 345-351)
Thursday, February 27	Class: Discuss Readings; <b>Henna Painting Workshop</b> ; Doty's "My Tattoo" Homework: Bring 3 copies of a draft of Essay # 4 (Process Analysis) for workshop on Tuesday, March 4
Tuesday, March 4	Class: <b>Workshop Essay # 4 (Out-of-class Process Analysis) (SLO 1). Final draft due Tuesday, March 11</b> Homework: Read Cause and Effect (PCW 321-338); Mirikitani's "Suicide Note" (PCW 366-368); ½ page response (SLO 2-3) Exercise: 32-5, 32-6, 33-1, 33-2 (EW 353-361)
Thursday, March 6	Class: Discuss Cause and Effect; Chopin, Mirikitani Homework: Read Comparison and Contrast (PCW 371-390); Catton's "Grant and Lee: A Study in Contrasts" (PCW 393-398) Exercises: 34-1, 34-2, 34-3, 34-4 (EW 367-373)

Date	Topics, Readings, Assignments, Deadlines
Tuesday, March 11	<p>Class: <b>Essay # 4 DUE (Out-of-class Process Analysis) ( SLO 1-4; 1400 words)</b>; Discuss Comparison and Contrast; Catton’s “Grant and Lee” (Group Discussion)</p> <p>Homework: Laird’s “I’m Your Teacher, Not Your Internet- Service Provider” (PCW 417-422); Chua’s “Why Chinese Mothers are Superior” (PCW 410-416); ½ page response to each reading (SLO 2-3)</p> <p>Exercises: 35-1, 35-2 (EW 376-379)</p>
Thursday, March 13	<p>Class: Discuss readings</p> <p>Homework: Read Mukherjee’s “Two Ways to Belong in America” (PCW 404-408); 1/2 page response (SLO 2-3)</p> <p>Exercises: 36-1, 36-2, 36-3, 36-4 (EW 381-384)</p>
Tuesday, March 18	<p>Class: Discuss Readings</p> <p>Homework: On Thursday, Bring Yellow Books, pens, and a dictionary for in-class essay on Comparison and Contrast</p>
Thursday, March 20	<p>Class: <b>Essay # 5 in-class Comparison and Contrast (SLO 1- 4; 600 words)</b></p> <p>Homework: Read Classification and Division (PCW 435-447); Segal’s “The Dog Ate my Disk and other Tales of Woe” (PCW 460-465); 1 page response (SLO 2-3)</p> <p>Exercises: 37-1, 37-2 (EW 390-391)</p>
Spring Break	March 24 - 28 (Monday – Friday)
Tuesday, April 1	<p>Class: Classification and Division. <b>Go over prompt for Essay # 6 (Ad Analysis) (SLO 1-4 1400 words)</b></p> <p>Homework: Bring Ad to class for <b>Ad Analysis peer workshop on Thursday, April 3</b></p>
Thursday, April 3	<p>Class: <b>Workshop Essay # 6 (Ad Analysis) (SLO 1). Final draft due Thursday, April 10</b></p> <p>Homework: Read Zinsser’s “College Pressures” (PCW 450-459); Tan’s “Mother Tongue” (PCW 466-473); ½ page response for each reading (SLO 2-3)</p> <p>Exercises: 38-1, 38-2, 38-3 (EW 394-396)</p>
Tuesday, April 8	<p>Class: Discuss readings; Group Discussion</p> <p>Homework: Ericsson’s “The Ways We Lie” (PCW 474-483) Quiz on Thursday</p> <p>Begin reading the section on “Punctuation and Mechanics” in <i>Everyday Writer</i> (EW 397-454) Exercises: 39-1, 39-2, 39-3, 39-4 (EW 401-406)</p>

Date	Topics, Readings, Assignments, Deadlines
Thursday, April 10	Class: <b>Essay # 6 Due (out-of-class Ad Analysis) (SLO 1-4; 1400 words)</b> ; Discuss Reading; Quiz (SLO 2) Homework: Read Definition (PCW 489-500); Brady’s “I want a Wife” (PCW 503-506), Exercises: 39-5, 39-6, 39-7, 40-1 (EW 407-413)
Tuesday, April 15	Class: Discuss readings; in-class writing exercise Homework: Read Argumentation (PCW 525-550); Handout: King’s “I Have a Dream” speech; 1 page response (SLO 2- 4) Exercises: 41-1, 42-1, 42-2, 43-1 (EW 417-426)
Thursday, April 17	Class: Discuss Argument; King’s “I Have a Dream” speech video. <b>Essay # 8 assigned (out-of-class Argumentation) (SLO1-4; 1400 words)</b> ; Workshop Essay # 8 Thursday, April 24 Homework: Read DEBATE: “Are Internships Fair to students (PCW 582-647); Analyze both arguments. Which one is stronger? Why? (SLO 1-4) Exercises: 44-1, 44-2, 44-3 (EW 431- 433)
Tuesday, April 22	Class: Discuss readings; in-class writing practice Homework: <b>Bring 3 copies of a draft of Essay # 8 Argumentation on Thursday for Workshop</b> Exercises: 45-1, 45-2, 46-1, 46-2 (EW 441-447)
Thursday, April 24	Class: <b>Workshop Essay # 8 (Out-of-class Argumentation) (SLO 1). Final draft due Thursday, May 1</b> Homework: Read Combining the Patterns (PCW 655-663); Ehrenreich’s “The Shame Game” (PCW 680-684) and Swift’s “A Modest Proposal” (PCW 692-701); Prepare for in-class quiz on Tuesday
Tuesday, April 29	Class: Discuss readings; Quiz on “A Modest Proposal” (SLO 2-3) Homework: <b>Bring a yellow book, pens, and a dictionary for in-class Essay # 7 (Final Exam practice) on Thursday May 1</b>
Thursday, May 1	Class: <b>Essay # 7 (In-class Final Exam Practice) (SLO 1-4; 600 words); Essay # 8 Due (out-of-class Argumentation) (SLO 1-4); 1400 words).</b> Homework: Read sample exam topics for Final Exam preparation on Tuesday, May 6
Tuesday, May 6	Class: Discussion of sample exam topics Home work: Go over notes and grammar Exercises: 47-1, 48-1 (EW 449-453)

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
Thursday, May 8	Class: Final exam preparation Homework: Bring yellow books, black pens, and a dictionary for the final exam on Saturday, May 10
Saturday, May 10	<b>Final Exam: 8:00 AM – 10:00 AM Location TBA (SLO 1-4)</b>
Tuesday, May 13	Class: Cumulative Grammar Quiz