

Department of English & Comparative Literature, San Jose State University, San Jose, CA 95192-0090

**English 1A (Composition, First Course\*) Handout 1 – Course Introduction and Policies**  
**G.E Area A2 Instructor: Mr. John Murphy (“Greensheet” – Fall 2014)**

(\*This course is often titled “Freshman Composition” at some CSU and community college campuses.)

This course “Greensheet” is analogous to a business model “contract,” with accompanying regulations, performance goals and objectives, and outcome expectations. Required “Greensheet” material required by the university’s administration and by the English Department is presented here in *italics*.

**SEE HANDOUT 2, CLASS CALENDAR (attached), FOR:**

Office location	Sections taught this semester and class times/rooms
Phone number	Required textbooks
email address	Recommended books and supplies
Office hours	Daily class topics, activities and assignments due

**IMPORTANT INFORMATION: G.E. REQUIREMENTS AND ENGLISH COURSES ARE CHANGING!**

Effective this semester, entering freshmen will be under new guidelines to satisfy graduation requirements. Please check with your advisors to plan your new options early and carefully.

If you are a former student or second semester freshman here, prepare to take English 1B in the spring 2015 semester. New students will have that course as an option, but for a limited time only, or they may take an elective course to satisfy the new requirements.

Under curriculum revisions designed by former Director of Composition Catherine Gabor, and enacted by the Academic Senate in 2014, the following changes have taken place in SJSU’s writing program:

1. A mandatory handbook, Andrea Lunsford’s *The Everyday Writer*, has been adopted as the campus-wide handbook.
2. SJSU’s writing course requirement is being reduced from two semesters to one. English 1B will be eliminated, along with English 7 (Critical Thinking and Writing). English 1A will be re-titled “English 1” and a new course, English 2, currently in development and tentatively titled the same as English 7, will be offered as an ELECTIVE among several the University will provide as options to satisfy graduation requirements.
3. The department common final examination (holistically group graded) has been eliminated. Individual instructors will design their own final assessments.

**OFFICIAL INFORMATION FROM THE UNIVERSITY ADMINISTRATION AND ENGLISH DEPARTMENT**

**English 1A Course Description (from current catalog, under revision to reflect new 2014 guidelines):** *“English 1A is the first course in SJSU’s two-semester lower division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the “personal voice” and personal experience, on the one hand, and more formal attitudes and demands at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.”*

**Prerequisites:** *“Passage of the English Proficiency Test (EPT score of 147+, lowered from 149 in 2011), or passage of an approved substitute course for the EPT, such as LLD 2, unless exempt.”*

**Course Goals, Student Learning Objectives (G.E. Area A2):** *“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 will 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).”*

*“The above objectives will all be realized through the writing process developed in the course content.” (See “COURSE CONTENT,” below.)*

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**NEW for 2014-15! Mandated English 1A Student Learning Objectives (G.E. Area A2):**

*Learning Objective 1: Students shall demonstrate the ability to read actively, purposefully and rhetorically.*

*Learning Objective 2: Students shall demonstrate the ability to perform effectively and demonstrate an awareness of the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).*

*Learning Objective 3: Students shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.*

*Learning Objective 4: Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.*

*Learning Objective 5: Students shall demonstrate college-level language use, clarity, and grammatical proficiency in writing.*

**From the Curriculum and Policy Committee:** *“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.”*

**Department “Minimum Word” Course Requirement :** *“A minimum of 8000 words.”* (See “REQUIRED WORK.”)

**COURSE CONTENT: Mandated Statement – Estimation of Per-Unit Student Workload:** *“Success in this course 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 three 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, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”*

**WRITING – Essays:** English 1A builds upon basic writing skills, including instruction in grammar, form and style. From the personal/reflective essay, English 1A’s assignments move on to the exploration of analysis, interpretation, synthesis, evaluation and argument, laying the foundation for English 1B. The course includes practice in prewriting, organizing, the “writing process” itself, revising and editing. Practice in each writing skill area is intended to help students prepare for the demands of college writing assignments and for practical use in the world of work.

**Diagnostic Assessment:** During the first week of the semester, all English composition students are required to write an in-class diagnostic essay. This essay enables instructors to determine that each student’s prerequisite training/entry writing skill level is sufficient to ensure success in the class. If the results so warrant, the instructor may suggest periodic (even weekly) tutoring at a campus writing assistance center or will advise enrollment in a more appropriate course. **PLEASE NOTE THAT ENGLISH 1A IS NOT A REMEDIAL ENGLISH CLASS.**

**The University Essay:** The culminating department writing exam (a common essay final) for English 1A was discontinued after the Spring 2014 semester.

**READING:** With minor exceptions, most readings for the course will be in the form of essays and other short nonfiction works. These readings will form the basis for a majority of papers, in-class discussions and group activities, and will provide useful models of writing for academic, general and specific audiences. It is required that students complete the readings prior to their due dates and bring the appropriate books to class. Reading selections have been chosen deliberately for their thought-provoking content. Students will be asked to analyze interrelationships among several of the readings. Good citizenship and personal survival require the development of an informed, critical mind that can shield itself from government and media propaganda, bias and deliberately omitted or obscured information. Keeping current with national and world affairs from a variety of sources (beyond celebrity news) is essential in today’s world.

**Mandated “Diversity” Statement:** *“Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.”*

**REQUIRED WORK FOR THE COURSE/EVALUATION:** Aside from the obligation to keep current with assigned readings, each student is responsible for completing the following assignments:

<u>ASSIGNMENTS</u> (See Class Calendar, Handout 2, for all assignment due dates.) <i>Mandated word count estimates and associated G.E. Area 2 Student Learning Objectives (SLOs) are included.</i>	<u>WEIGHT (%)</u>
* Diagnostic In-class Writing Sample (reading response; verifies prerequisite skills) <i>(3-4 pages, handwritten, 600-800 words; SLO 1, 2, 3, 4, 5)</i>	0%
* Extended Definition Essay <i>(3-4 typed pages, 750-1000 words; SLO 2, 3, 4, 5)</i>	10%
* Narration Essay <i>(3-5 typed pages, 750-1250 words; SLO 2, 3, 4, 5)</i>	10%
* Process Analysis Group Essay/Project <i>(4-6 typed pages, 1000-1500 words; SLO 2, 3, 4, 5)</i>	10%
* Midterm In-class Essay (reading response) <i>(4-6 handwritten pages, 800-1200 words; SLO 1, 2, 3, 4, 5)</i>	10%
* Concepts and Skills Test 1 <i>(SLO 2, 5)</i>	5%
* Classification or Division Essay <i>(4-6 typed pages, 1000-1500 words; SLO 2, 3, 4, 5)</i>	10%
* Comparison and Contrast Essay <i>(5-7 typed pages, 1250-1750 words; SLO 2, 3, 4, 5)</i>	10%
* Argument Essay (Position Paper) <i>(5-7 typed pages, 1250-1750 words; SLO 1, 2, 3, 4, 5)</i>	10%
* Concepts and Skills Test 2 <i>(SLO 2, 5)</i>	5%
* Final Essay Exam <i>(4-7 handwritten pages, 800-1400 words; SLO 1, 2, 3, 4, 5)</i> <i>(SLO 1, 2, 3, 4, 5)</i>	10%
* Classroom and Group Activities (includes other writing assignments, homework, projects, reading response activities, participation, and quizzes – both announced and unannounced). Each assignment will be assigned points, and the cumulative point totals will be tallied into a grade. See class handouts for specific activity details. <i>(6-10 handwritten pages, variable; SLO 1, 2, 3, 4, 5)</i> <i>(TOTALS: Word Count range: 8200-12150 words.)</i>	10%

**PLEASE NOTE:** The Class Calendar (Handout 2) and lesson handouts contain specific details on all assignments. I NEVER give “extra credit” assignments. Don’t ask.

**GRADING: A-F. Official Department Policy Statement:** “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.”

**GRADE EQUIVALENCY SCALE:** A+ (97-100); A (93-96); 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 (0-59).

**IMPORTANT!** Advancement into SJSU’s English 1B require a minimum passing grade of “C” (NOT “C-”). Additionally, grades below “C” seldom, if ever, transfer credit to another institution. **NEW FOR 2014-15:** “This class must be passed with a C or better to move on to CORE GE Area A3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the students is a capable college-level writer and reader of English.”

### SJSU Academic Standards of Assessment for Essay Grading:

*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 the language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of 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 descriptibly slight weakness 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 weakness 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 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 usage errors that render some sentences incomprehensible.*

*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.*

### CAMPUS RESOURCES FOR ACADEMIC ASSISTANCE

SJSU WRITING CENTER, Clark Hall 126. Offers scheduled group workshops on specific writing problems and individual tutoring by appointment. (408) 924-2308. **Mandated Writing Center Statement:** “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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.”

SJSU PEER CONNECTIONS, SSC 600, first floor. Offers open tutoring on a regularly scheduled or drop-in basis in many subject areas. Register at their information desk during your first visit for access throughout the semester. (408) 924-2587. **Mandated Peer Connections Statement:** “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 graduate 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 available for student use in Room 600 of the Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10<sup>th</sup> Street Garage on the corner of South 10<sup>th</sup> and E. San Fernando Streets), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit the Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

ACCESSIBLE EDUCATION CENTER, “AEC” (formerly the DISABILITY RESOURCE CENTER), Administration Building 110  
IMPORTANT! Students with disabilities who require special accommodations need to see me the first day of class to let me know of any special classroom or testing accommodations that they may require. They must also register immediately with AEC. (408) 924-6000

**Mandated statement of campus policy on compliance with the Americans with Disabilities Act:**

“If you need course adaptations or accommodations because of a disability, or if you need 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 register with the AEC to establish a record of their disability. Students with disabilities that require special accommodations must be registered with the AEC (Accessible Education Center) to establish a record of their disability. The AEC website is <http://www.drc.sjsu.edu>.”  
(This web address is in the process of being changed to “aec.”)

DR. MARTIN LUTHER KING, JR. JOINT CITY-UNIVERSITY LIBRARY, northwest corner of campus. Obtain a student library card at the beginning of the semester if you don’t already have one. This card provides access to services throughout the San Jose City Library system.

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## COURSE POLICIES:

**IMPORTANT NOTES ON ADDS/DROPS:** Dropping a class is the **student's** responsibility. Simply stopping attendance does not constitute an official drop and may result in an “F” on the student’s permanent record. **Mandated Policy Statement:** *“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://www.sjsu.edu/aars/policies/calendars/academic calendars/](http://www.sjsu.edu/aars/policies/calendars/academic%20calendars/). 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.”*

**Attendance policy:** This is not an on-line or correspondence course. Since much work (including group activities) needs to be covered during each class session, you are expected to be present for class and ON TIME for class. Since you cannot participate if you are not present, you actually hurt your grade by being absent for more than THREE class hours. The participation segment (20 points) of your point-total grade reflects your involvement in class discussions and activities. Therefore, you will lose one point from that portion of your grade for each class over three that you miss. Students will be required to initial a roster as proof of attendance during each class (and, legally, must initial ONLY for themselves). Late students disturb classes, interrupt instruction, and cause inconvenience and disruption to group activities. If you are late, be sure to sign the attendance roster, pick up the day’s instructional materials and copy any notes written on the board.

**Excused vs. Unexcused Absences:** Illnesses, injuries, accidents, family emergencies, inclement weather and traffic problems may cause unavoidable absences. Oversleeping, recovery from hangovers, taking mid-semester vacation trips and extending school holidays are examples of unexcused absences. In an emergency (for emergencies **only**), students may attend an alternate section of the same class on the same day, but only if they notify me by phone or email prior to the class. In any event, absent students should see me before class immediately upon return to provide details of their absence (and receive a possible “excused” grade for the missed day’s quizzes or activities), and to pick up any materials that may have been distributed. Another student might be able to take notes or obtain class materials for you if you anticipate an absence on a specific day.

**Personal Illness:** Do **NOT** come to class sick! You will spread your illness to classmates and others in the University community. Stay home and get well! Early in the semester, find a “study buddy” that you will be able to rely on for class notes and supplemental materials distributed in class that day. Tests and in-class essays can be made up on your return during arranged office hours.

**Make-up work following an absence:** You will be given ample time (**one week**) to turn in back assignments after an excused absence. **After that deadline, a zero will be recorded for the missing work.** **NOTE:** Under campus and department policies, incompletes for a course are issued only for extreme emergencies.

**Late paper policy:** In fairness to all students, any paper, or any other assigned work, that is turned in late (without reasonable excuse) will be assigned a maximum grade of 50% (F). Emailed papers are never acceptable. After one week (or for any assignment not done at all), a zero will be recorded for the assignment and calculated into the final grade.

**Use of Outside Assistance:** Campus or outside tutors may help with prewriting or may assist with basic skills instruction, but they should NOT be altering structure, inserting their own ideas, or be functioning as proofreaders who correct all grammatical errors for you. (On a related topic, computer spell-checks and “grammar wizards” are crutches, and they are not without flaws. Learn spelling and grammar rules!)

**Plagiarism: Mandated Academic Integrity Statement from the Office of Student Conduct and Ethical Development (formerly the Office of Judicial Affairs):** *“Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy, requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development (formerly Judicial Affairs). The policy on academic integrity can be found at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). The website for Student Conduct and Ethical Development is at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy. ADDENDUM 9/10: 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.”*

In plainer English, this class operates on a **Plagiarism Zero Tolerance Policy**: Copying all, or part, of another’s material and presenting it as one’s own is a grave matter. Plagiarism is defined as the unacknowledged use of another’s words or ideas and may involve: buying, stealing or “borrowing” a paper, hiring someone to write a paper, simply embellishing on another’s original ideas without providing a citation, or copying from an outside source exactly or paraphrasing too closely without citation. It is easy for the instructor to detect bought, borrowed, downloaded, or mass-produced papers. Discrepancies in style and mechanics can be revealed in the comparisons between in-class and out-of-class efforts. At SJSU, instructors now must report instances of plagiarism to the administration. In my classes, **EVIDENCE OF PLAGIARISM (OR CHEATING ON A TEST) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT OR TEST, AND AN F FOR THE COURSE. AGAIN, AS NOTED ABOVE, OTHER DISCIPLINARY ACTION MAY BE TAKEN.** (See also the SJSU Publication, “Academic Dishonesty and Its Consequences.”)

**Paper Format:** For outside-of-class word-processed or typed assignments, use standard 8½” x 11” white, unlined paper. Use an attractive, clean-looking 10- or 12-point font (e.g., Arial, Helvetica, Tahoma, Trebuchet), but avoid script. Double space, unless you are directed otherwise. Leave adequate margins for comments (standard is 1” top, bottom and sides). However, do not fully justify margins. (Use left justification only.) Use only one side of a sheet for both typed and handwritten work. Fasten papers in the upper left corner with staples only. (Please, no paper clips, torn and folded edges, glue, straight pins, gum, etc.) Avoid plastic covers/binders since they are slippery and can fall out of a pile. For in-class papers, use lined loose-leaf paper (not torn out of a notebook with ragged edges). Use only black ink for all in-class writing (NOT pencil). Papers written in fluorescent green, hot pink, purple or orange may look “cool,” but they are difficult to read and look cheap and unprofessional. Blue can also be hard to read and does not copy well.

**Preparing a Paper for Peer Review:** Follow the regular routine as if you were preparing a final draft. However, you will attach a PEER REVIEW FORM to the front of your paper as a cover sheet and, instead of using your name for identification, you will write in your “code number” (assigned in class). **IMPORTANT: Papers prepared for peer editing MUST be complete. If they are not, or if you are not prepared with a paper at all (or have an unexcused absence) on peer-editing day, you will lose 10 Activity Points. Also, papers exhibiting insufficient effort will be subject to checking and Activity Point deductions.**

**Saving your work:** Be sure to save all of your work on a disk and ALWAYS CREATE A BACK-UP DISK! Keep all your work, if possible, on two disks. Don’t rely on just saving work onto a hard drive, which could fail. Another solution is to make photocopies of your original work.

**Revisions:** Paper revision is an integral part of the writing process. Therefore, peer-reviewing and re-drafting of papers have been built into the structure of the course.

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**Preparing the Final Draft:** After making the appropriate revisions and corrections, staple an instructor evaluation form or a formal cover sheet to the front. Attach the peer review form (if a peer review session was conducted) with your reviewers’ comments to the BACK of your final revision.

**Cover Sheets:** Some essays may require a formal cover sheet. The cover sheet must include: the title of the paper (centered, in the middle of the page, with no special punctuation), then your name, the time of your class (e.g., 9:00), the name of the assignment (e.g., Comparison and Contrast), and the date, also centered, about 4/5 of the way down the page, without boldface, clip art or other embellishments. Again, occasionally, you will receive an instructor rubric/checklist that contains spaces for ratings and comments, which will substitute for the cover sheet. Always staple these forms to the front of your papers before class. Don’t take up valuable class time to assemble your papers or borrow another student’s stapler. Be prepared in advance.

**“Recycled” papers:** All work submitted in this class must be original. You may not “doctor” an old English paper to try to make it fit into a current assignment. Also, you may not submit a paper used for another course. Sometimes, students try to satisfy requirements for two different courses by composing one paper. When students attempt this feat, they wind up with a watered-down compromise that satisfies the requirements of neither assignment. Repeating students must submit new work on different topics from the original efforts.

**Portfolio:** Please SAVE all your graded papers, projects, tests, quizzes and homework assignments in a portfolio (a folder or a large envelope will do). Back assignments help you to trace your development and evolution as a writer and are useful during instructor conferences.

#### **Classroom “Code of Conduct”:**

**CLASS DISCUSSIONS:** Sometimes, in an enthusiastic moment, a student may interrupt a fellow classmate or the instructor. Please be considerate to help maintain a courteous, friendly atmosphere in the classroom. Be respectful of others’ opinions and efforts in class discussions and assignments.

**PEER EDITING:** Try to offer constructive criticisms when commenting on papers during peer review sessions. Don’t just mark something as being wrong or deficient without offering helpful suggestions. Comments such as “You need to go back to Remedial,” or “WTF?” are never helpful.

**LATE ARRIVALS/EARLY EXITS:** If you are late to class or need to leave early, please enter or exit quietly so as not to interrupt the instruction. If a group activity is in progress, approach the instructor to be placed into a group or receive alternative instructions.

**PERSONAL ELECTRONICS:** Turn off pagers/cell phone beepers during class time. Unless you have an emergency, please arrange to take your calls at other times. **USE OF LAPTOPS, RADIOS, CD PLAYERS, IPODS, HEADSETS/EAR BUDS, OR ANY HANDHELD ELECTRONIC DEVICES IN THE CLASSROOM IS PROHIBITED. ABSOLUTELY NO TEXTING IS PERMITTED AT ANY TIME.** You are to be tuned in ONLY to what is going on in class.

**RECORDING OF LECTURES:** If you wish to record a lecture in ANY of your classes for later review, as a courtesy, please ask the instructor’s permission first. ***Mandated Statement on 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.”

**“GRADE CHECKS”:** (for athletics, fraternities and sororities, etc.): Please bring your forms to the Instructor DURING OFFICE HOURS ONLY. I have no time to do extra paperwork during class time.

**Statement on fair treatment:** All students in my classes will always be treated fairly, equally, and with respect. I expect students to treat each other with the same courtesy and respect. No student or group of students will receive special treatment or special privileges over their classmates. Therefore, again, I never assign, or allow “extra credit.” Don’t ask.







Weeks	Dates	Class Topics and Activities/2014 SLOs	Assignments Due Today
3	MON Sep 8	FUNDAMENTALS: Glossary of Basic Writer's Terms (Handout 3) - The Writing Process: audience, occasion, stance, point of view, tone vs. mood/Methods of Organization (freewriting, clustering, outlining, brainstorming)/Rhetorical Modes and "The Four Purposes"/Solving "Writer's Block" (the "WD-40 Words")/Prewriting (Drafting)/Revising vs. Editing/Title, Topic, Thesis/Types of "Order"/"What are the characteristics of a good writer? A good piece of writing?"/Overcoming Writing Phobias/Basic Study Skills Tips/Common Editing Symbols (Handout 1B)/Details of <b>Seven-day Journal Assignment</b> (Handout 4A) <i>SLO 2, 5</i>	Skim for Concepts and Terms PCW 11-93 ("Reading to Write," Invention, Arrangement, Drafting and Revising, Editing and Proofreading); H 48-77, 104-23 ("The Writing Process": Planning and Revising) <b>NOTE: Remedial and ESL students should review H 318-39 (Basic Grammar) and 593-620 ("For Multilingual Writers").</b>
	WED Sep 10	FUNDAMENTALS, cont.: Paragraphing Skills/Writing Effective Introductions and Conclusions (Handout 3G) Avoiding Common Writing Errors (Handout 3F) EXEMPLIFICATION/DEFINITION: Formal vs. Extended/Negation (Handout 4)/Denotation vs. Connotation/Abstract vs. Concrete Words/Details of Extended Definition Essay Assignment (Handout 4A) <b>GROUP ACTIVITY: Reading Response Activity #2 (20 Activity Points)</b> <i>SLO 1, 2, 4</i>	Read H 78-93 (Building Effective Paragraphs); Read PCW 211-25 (Intro to EXEMPLIFICATION), 226 "Four Tattoos" (Photos), 685-89 Kirby: "Inked Well," 228-30 Birnbaum: "The Catbird Seat," 489-500 (Intro to DEFINITION), 501-02 (US Census 2010 Form), 503-05 Brady: "I Want a Wife," 680-82 Ehrenreich: "The Shame Game" <b>NOTE: "Add" Deadline is Friday, September 12<sup>th</sup>.</b>
4	MON Sep 15	<b>GROUP ACTIVITY: "The F Essay"</b> <b>DISCUSSION:</b> Sample student Extended Definition essays (Handouts 4B, 4C, 4F) Grammar Review: Sentence Structure: Avoiding Fragments and Run-ons/Sentence Combining (Exercises in <i>Handbook</i> and Grammar Review Worksheets A, E, R, S) <i>SLO 1, 2, 5</i>	<b>SEVEN-DAY JOURNAL DUE (20 Activity Points)</b> Read sample student essays 4B, 4C, 4F Read & Study H 287-313 (Sentence Emphasis and Variety, Coordination, Subordination), 385-95 (Repairing Fragments and Run-ons). Complete Grammar Review Worksheets A, E, R, S (Sentence Combining, Avoiding Fragments & Run-ons)
	WED Sep 17	NARRATION: Terms/Writing Formats-Paragraph and Script (Handouts 5, 5A)/Using a Scoring Rubric (Peer Review Form)/ <b>GROUP ACTIVITY: Peer Review of Extended Definition Essays</b> (Peer Review Form) <i>SLO 2, 3, 4, 5</i>	<b>EXTENDED DEFINITION ESSAY (Paper #2) DUE (Draft for Peer Review)</b> Read PCW 97-108 (Intro to NARRATION)
5	MON Sep 22	Details of Narration Assignment (Handout 5B) with "Reader's Theater" exercise Grammar Review: Quotations - Direct and Indirect Review of Grammar Review Worksheets N, Q <b>GROUP ACTIVITY: Reading Response Activity #3 (20 Activity Points)</b> <i>SLO 1, 2, 3, 4, 5</i>	Read PCW 116-78 Edmundson: "Pink Floyd Night School," 121-24 Smith-Yackel: "My Mother Never Worked," 127-30 Gansberg: "38 Who Saw Murder Didn't Call the Police" Read & Study H 400-53 (Punctuation and Mechanics Review) <b>EXTENDED DEFINITION ESSAY (Paper #2) DUE (Final Revision)</b> /Complete Grammar Review Worksheets N, Q (Punctuating Quotations)
	WED Sep 24	<b>GROUP ACTIVITY #1: Complete Reading Response Activity #3 from Wednesday</b> <b>GROUP ACTIVITY #2: Peer Review of Narration Papers</b> (Peer Review Form) <i>SLO 1, 2, 3, 4, 5</i>	<b>NARRATION (Script Completion) (Paper #3) DUE (Draft for Peer Review)</b>
6	MON Sep 29	Intro to PROCESS ANALYSIS: Directional vs. Informational (Handout 7) FUNDAMENTALS: Use and Levels of Language/Euphemisms (Handout 3E), College Spelling List (Handout 3A), "Confused Words" (Handout 3B), Abbreviations, Symbols, Roman Numerals (Handout 3C) Grammar Review: Possessives, Punctuation (Grammar Review Worksheets F, I, Y and other Grammar Review Worksheets (Q, A, E, R, S) as time allows. <i>SLO 2, 3, 5</i>	Read PCW 263-78 (Introduction to PROCESS ANALYSIS) and sample student process paper (Handout 7C) Read & Study H 245-73 (Language, 274-83 ("Glossary of Usage") Complete Grammar Review Worksheets F (Possessives), I and Y (Punctuation Review)
	WED Oct 1	<b>GROUP ACTIVITY: Process Group Writing Project: "The Creation"</b> (Handout 7A) <i>SLO 2, 3, 4</i>	<b>NARRATION (Script Completion) (Paper #3) DUE (Final Revision)</b>

Weeks	Dates	Class Topics and Activities/2014 SLOs	Assignments Due Today
7	MON Oct 6	FUNDAMENTALS: Grammar Review: Transitional Devices (Handout 6) <b>ACTIVITY: Transitions</b> (Handout 6A) Grammar Review: Punctuation – Italics (Underlining) vs. Quotation Marks/Verb Tense Chart (Grammar Review Worksheets L, N, O)/Subjunctive Verbs, Active vs. Passive Voice; Parallelism (Grammar Review Worksheets J and P) <b>GROUP ACTIVITY: Reading Response Activity #4</b> (20 Activity Points) <i>SLO 1, 2, 4, 5</i>	Continue working on Process Paper.  Read PCW 286-87 Fish: “Getting Coffee Is Hard To Do,” 290-95 Piven, Borgenicht, Worick: “How to Decorate Your Room When You’re Broke,” 303-08 Mitford: “The Embalming of Mr. Jones” (formerly “To Dispel Fears of a Live Burial”), 311-17 Jackson: “The Lottery” (short story) Complete Grammar Review Worksheets J and P
	WED Oct 8	Grammar Review catch-up day (worksheets, exercises) Writing Essays for Exams/Essay Question “Key Words” (Handouts 8, 8A) Study Guide for TEST 1 distributed <i>SLO 2, 5</i>	<b>PROCESS GROUP PROJECT PAPER (Paper #4) DUE FROM EACH TEAM</b>
8	MON Oct 13	<b>MIDTERM IN-CLASS ESSAY</b> (Counts as Paper #5) <i>SLO 1, 2, 3, 4, 5</i>	Bring lined paper, pens, and dictionary to class. Study for TEST 1!
	WED Oct 15	<b>CONCEPTS AND SKILLS TEST 1</b> <i>SLO 1, 2, 5</i>	Study for TEST 1!
9	MON Oct 20	Grading/Review of Test 1 Intro to CLASSIFICATION AND DIVISION (Handout 9) Examining sample Classification and Division Papers (Handouts 9B, 9D)/Details of paper assignment <b>GROUP ACTIVITY: Reading Response Activity #5</b> (20 Activity Points) <i>SLO 1, 2, 3, 4</i>	Bring a <b>RED</b> pen to class today. Read <b>PCW</b> 435-47 (Intro to CLASSIFICATION AND DIVISION), 450-56 Zinsser: “College Pressures,” 460-63 Segal: “The Dog Ate My Disk,” 474-81 Ericsson: “The Ways We Lie” Look over Sample Student Essays 9B, 9D
	WED Oct 22	<b>GROUP ACTIVITY: Complete Reading Response #5</b> <b>GROUP ACTIVITY: Working with Classification and Division – “Kitchen Cupboard”</b> (Handout 9A) (10 Activity Points) due by end of class. <i>SLO 1, 2, 4</i>	Work on Classification/Division paper.
10	MON Oct 27	Review of Midterm In-class Essay Grammar Review: Agreement, Reference, Case (Grammar Review Worksheets H, W and <i>Handbook</i> exercises) <b>GROUP ACTIVITY: Peer Review</b> of Classification or Division Essays (Peer Review Form) <i>SLO 2, 3, 5</i>	Read & Study <b>H</b> 355-62 (Agreement), 363-69 (Case) Complete Grammar Review Worksheets H (Subject-Verb Agreement), and W (Case) <b>CLASSIFICATION OR DIVISION ESSAY (Paper #6) DUE (Draft for Peer Review)</b>
	WED Oct 29	<b>COMPARISON AND CONTRAST</b> (Handout 10) Details of Comparison and Contrast paper assignment. <b>GROUP ACTIVITY: Reading Response Activity #6</b> (20 Activity Points) <i>SLO 1, 2, 4</i>	<b>CLASSIFICATION OR DIVISION ESSAY (Paper #6) DUE (Final Revision)</b> Read <b>PCW</b> 371-90 (Intro to COMPARISON AND CONTRAST), 393-96 Catton: “Grant and Lee: A Study in Contrasts,” 417-20 Laird: You’re Your Teacher, Not Your Internet-Service Provider,” 423-27 Tannen: “Sex, Lies and Conversation,” 430-31 Brooks: “Sadie and Maud” (poem) <b>NOTE: Standard Time returns Sunday, November 2. Set your clocks BACK one hour.</b>
11	MON Nov 3	<b>ACTIVITY: MIDTERM IN-CLASS CONFERENCES WEEK</b> Class Activities TBA <i>SLO 1, 2, 3, 4, 5 review</i>	<b>CONFERENCES THIS WEEK</b> (Bring all graded work along with Handout 1D, Progress Record, and Handout 1S, Self-Evaluation Form, completely filled out.)
	WED Nov 5	<b>ACTIVITY: MIDTERM IN-CLASS CONFERENCES</b> Class Activities TBA <i>SLO 1, 2, 3, 4, 5 review</i>	<b>CONFERENCES, continued</b>
12	MON Nov 10	<b>GROUP ACTIVITY: Examination of sample student Comparison and Contrast papers</b> (Handouts 10E, 10F) <b>GROUP ACTIVITY: Working with a Comparison and Contrast Grid</b> (Handout 10A) – Complete final copy for homework. <i>SLO 2, 3</i>	Read sample Comparison and Contrast student essays 10B, 10E and 10F. Work on Comparison and Contrast paper.
	WED Nov 12	Using <b>ANALOGIES</b> (Handout 11) <b>GROUP ACTIVITY: Analyzing a Faulty Analogy: Constructing an Analogy Chart</b> (Handout 11A) – Complete final copy for homework. <i>SLO 2, 3</i>	<b>Completed Comparison and Contrast GROUP ACTIVITY due</b> from each team (thesis statement, planning grid, and concluding statement) (20 Activity Points)

Weeks	Dates	Class Topics and Activities/2014 SLOs	Assignments Due Today
13	MON Nov 17	Introduction to CAUSE AND EFFECT (Handout 12) Grammar Review: Adjective and Adverb Forms, Mixed Constructions (Grammar Review Worksheets G, K, M and <i>Handbook</i> ) <b>GROUP ACTIVITY: Reading Response Activity #7</b> (20 Activity Points) <i>SLO 1, 2, 3, 4</i>	<b>Completed ANALOGY CHART due</b> from each team (10 Activity Points) Read & Study H 374-84 (Modifiers, Adjective and Adverb Forms) Complete Grammar Review Worksheets G, K, M Read PCW 321-36 (Intro to CAUSE AND EFFECT), 354-58 Hasselstrom: "A Peaceful Woman Explains Why She Carries a Gun," 337 Requena: "Major League Baseball Brawl" (Photo), 344-46 Cox: "The Case Against Air Conditioning"
	WED Nov 19	INTRODUCTION TO ARGUMENT/Writing Effective Arguments – Common Patterns/Review of Inductive and Deductive Reasoning Patterns (Handout 16) Details of Argument Paper Assignment (Handout 16A) Avoiding Plagiarism <b>GROUP ACTIVITY: Peer Review</b> of Comparison and Contrast Essays (Peer Review Form) <i>SLO 1, 2, 3, 4, 5</i>	<b>COMPARISON AND CONTRAST ESSAY (Paper #7) DUE (Draft for Peer Review)</b>  Read PCW 525-50 (Introduction to ARGUMENT)
14 Thanks-giving Week	MON Nov 24	<b>PAIRED ACTIVITY: Thesis Writing Practice, Controversial Issues</b> (Handout 16B)  <b>TEAM BOARD ACTIVITY: Organization</b> (Grammar Review Worksheet D)  <b>GROUP ACTIVITY: Reading Response #8</b> (20 Activity Points) <i>SLO 1, 2, 3, 4, 5</i>	Read PCW 595-97 Chavez: "The Case for Birthright Citizenship," 600-02 Will: "An Argument To Be Made About Immigrant Babies and Citizenship," 630-31 CASEBOOK: Should Government Tax Sugary Drinks?, 632-33 Daines: "A Tax That Invests In Our Health," 636-38 Leonhardt: "Fat Tax," 641-44 Engber: "Let Them Drink Water!," 647-48 Ousborne: "Does This Tax Make Me Look Fat?" <b>COMPARISON AND CONTRAST ESSAY (Paper #7) DUE (Final Revision)</b>
	WED Nov 26	<b>GROUP ACTIVITY: Peer Review</b> of Argument/Cause and Effect Papers (Peer Review Form) <i>SLO 1, 2, 3, 4, 5</i>	<b>ARGUMENT/CAUSE AND EFFECT PAPER (Paper #8) DUE (Draft for Peer Review)</b>
15	MON Dec 1	<b>Review:</b> Study Guide for Test 2 distributed ENGLISH 1B PREVIEW: Brief introduction to Conducting Research, Evaluating Sources, Documentation <i>SLO 1, 2, 4</i>	Skim H 457-63 (Conducting Research, Evaluating Sources, Avoiding Plagiarism, Documentation Styles) <b>ARGUMENT/CAUSE AND EFFECT PAPER (Paper #8) DUE (Final Revision)</b>
	WED Dec 3	"Lightning Round" Test Review Prep Day 1 for Final Essay Exam with examination of past English 1A Department Finals <i>SLO 1, 2, 5</i>	Bring Class Materials Packet.
16	MON Dec 8	<b>CONCEPTS AND SKILLS TEST 2</b> <i>SLO 1, 2, 5</i>	Study for Test 2! <b>NOTE: Last day of office hours.</b>
	WED Dec 10	Review/Grading of Test 2. Prep Day 2 for Final Essay Exam with examination of past English 1A Department Finals <i>SLO 1, 2</i>	Bring a RED pen and Class Materials Packet to class. <b>NOTE: Final day of fall semester classes. "Dead Day" is Thursday, Dec. 11th. Final Exams begin on Friday, Dec. 12th and end on Friday, Dec. 19th.</b>
	FRI Dec 12	<b>FINAL ESSAY EXAM for 7:30 class, 7:15-9:30 am</b> (Course Paper #9) <i>SLO 1, 2, 3, 4, 5</i>	<b>Bring to Exam:</b> lined loose leaf paper, two black ballpoint pens, and a dictionary. NO OTHER MATERIALS ARE PERMITTED.
17	MON Dec 15	<b>FINAL ESSAY EXAM for 10:30 class, 9:45 am-12 noon</b> <i>SLO 1, 2, 3, 4, 5</i>	<b>Bring to Exam:</b> lined loose leaf paper, two black ballpoint pens, and a dictionary. NO OTHER MATERIALS ARE PERMITTED.
	TUE Dec 16	<b>FINAL ESSAY EXAM for 9:00 class, 7:15-9:30 am</b>  <b>FINAL ESSAY EXAM for 1:30 class, 12:15-2:30 pm</b> <i>SLO 1, 2, 3, 4, 5</i>  <b>END</b>	<b>Bring to Exam:</b> lined loose leaf paper, two black ballpoint pens, and a dictionary. NO OTHER MATERIALS ARE PERMITTED. To obtain your score on the Final Essay Exam, send an email to the instructor no later than Tuesday night, December 16 <sup>th</sup> . The University releases final grades in early January. Because of security concerns, I do not post, mail or email final grades.