

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 23, Fall 2018**

**Course and Contact Information**

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| <b>Instructor:</b>               | Roohi Vora   |
| <b>Office Location:</b>          | Faculty Offices (FO) 117   |
| <b>Telephone:</b>                | 408 924-4428   |
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| <b>Office Hours:</b>             | Tuesday/Thursday 12:00 – 1:00 p.m.   |
| <b>Class Days/Time:</b>          | Tuesday/Thursday 10:30 – 11:45   |
| <b>Classroom:</b>                | Sweeney Hall SH 238  |
| <b>Prerequisites:</b>            | Reflection on College Writing  |
| <b>GE/SJSU Studies Category:</b> | GE Area A2 Written Communication I   |
| <b>Satisfying EO 665</b>         | If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement. |

**Course Management Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

**ENGL 1A Course Description**

*General Course Description*

Welcome to English 1A. It is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1A you will practice these skills by writing for various audiences and rhetorical situations. 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.

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

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

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

### **ENGL 1A Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

#### Assignment Word Count and Learning Goals

| <b>Assignment</b>                                     | <b>Word Count</b> | <b>GELO</b> |
|---|-------------------|-------------|
| Essay # 1 In-class Diagnostic                         | 500               | 1-3,5       |
| Essay # 2 Out-of-class Profile essay                  | 1000              | 1-3,5       |
| Essay # 3 Out-of-class Ad Analysis with Revised draft | 2000              | 1-5         |
| Essay # 4 in-class                                    | 500               | 1-3,5       |
| Essay # 5 Out-of-class Argument with Revised draft    | 2000              | 1-5         |
| Multimodal Panel Presentation (Group project)         | 2000              | 1-5         |
| Final exam  | 600               | 1-3,5       |

## **ENGL 1A Course Content**

**Diversity:** SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

**Writing:** Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

**Reading:** In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on Creativity, Race and Culture, Global Citizenship, Gender, Nature and Environment, Media and Society, and Ethics. All readings will include useful models of writing for academic, general, and specific audiences.

**Final Exam:** As part of your final experience in the course, you will be participating in a campus-wide student showcase. This will consist of a group multimodal presentation at an open assembly for all SJSU students and faculty. Projects will be related to the primary issues discussed in the course.

**Writing Portfolio:** At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

## **Required Texts**

### **Textbooks**

- Kirszner and Mandell, *Patterns For College Writing* Fourteenth Edition (ISBN 978-1-319- 05664-3)
- SJSU Campus Handbook: *The Everyday Writer with Exercises* by Andrea Lunsford (Sixth Edition) (ISBN 9781319027025) Electronic Edition or Bedford /St. Martin's online (<http://bcs.bedfordstmartins.com?everydaywriter5e>)
- A college level dictionary like OED
- Yellow Books for in-class essay exams
- Notebook

### **Other Readings**

- Seraji, Mahbod. *Rooftops of Tehran* (ISBN 978-0-451-22681-5)

**Grading Policy:** To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are a UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

|  |            |
|--|------------|
| <i>Out-of- Class Essay 1</i>                   | <i>10%</i> |
| <i>Out-of-Class 2&amp;3 @ 15% each</i>         | <i>30%</i> |
| <i>In-Class Essays ( 1@10%+C/NCDiagnostic)</i> | <i>10%</i> |
| <i>Final Multimodal Project</i>                | <i>20%</i> |
| <i>Class Participation</i>                     |            |
| <i>(Discussion, In-Class Writing, Quizzes)</i> | <i>10%</i> |
| <i>Reading Responses/ Grammar Exercises/</i>   |            |
| <i>Critical Essay</i>                          | <i>10%</i> |
| <i>Final Exam</i>                              | <i>10%</i> |

## **Participation:**

University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

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 on a daily basis and come on time. Absences and or/tardiness will affect your grade. 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.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

## **Grading Breakdown:**

**Grading:** A-F. This class must be passed with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

English 1-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 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+ 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 for the day. 10% homework + 10% class participation will be calculated on the basis of the points received by each student out of the total due.

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.

## **Classroom Protocol**

### **Reading:**

Reading for the course shall be extensive and intensive and include models of writing based on creativity, sustainability, and global citizenship, 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 writing component. You will be asked to revise and rewrite the in-class and out-of-class essays. ***Remember that you must complete all essay assignments plus the final multi modal project in order to pass this 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. These 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/word count 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 greensheet.

### **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 and your instructor. Bring 2 copies of your essay (a completed 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 our due every class period throughout the semester, as noted on the 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.***

**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 your cell phones or put them on silent mode during the class period; you will lose 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, 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: \_\_\_\_\_

## 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.

## University Policies

**University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html> General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

## Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.



## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics.

Peer Connections is located in Clark Hall. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

**Section 23 / English 1A, Fall 2018 Course Schedule (subject to change with fair notice).**

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

GELO = GE A2 Learning Objectives; PCW = *Patterns for College Writing*; EW = *Everyday Writer*; RT = *Rooftops of Tehran*

**ALWAYS bring *Patterns for College Writing* and *The Everyday Writer* to class, along with any books/handouts from which reading is assigned for the day! If there is a change in schedule, I shall inform you in a timely fashion either in class, via e-mail, or on canvas.**

| Date                    | Topics, Readings, Assignments, Deadlines   |
|-------------------------|--|
| Tuesday,<br>August 21   | Class: Introductions, syllabus review, grammar diagnostic, and discussion of Thursday's Diagnostic Essay<br>Homework: Bring Yellow books, pens, and a dictionary for in-class Essay on Thursday  |
| Thursday,<br>August 23  | <b>Essay #1 (In-class Diagnostic) (GLO 1-3,5 ; 500 words)</b><br>Homework: Handout: Cane's "Snow Toward Evening;" Begin reading the section on "Language" in <i>Everyday Writer</i> (EW 295) Exercise 27-2 (EW 306)  |
| Tuesday,<br>August 28   | Class: Discuss Cane; In-Class writing practice; show don't tell exercise<br>Homework: Read White's "Once More to the Lake" (Essay PCW 189); 1 page response<br>Exercises: 29-2, 29-3, 29-, 29-5 (EW 314-317)   |
| Thursday,<br>August 30  | Class: Discuss White; <b>Essay #2 (out-of-class)</b> Profile essay assigned (GLO 1-3, 5; 1000 words). Due Thursday, September 6<br>Homework: Read Poe's "The Tell-Tale Heart;" 1 page response<br>Exercise: 29-7, 29-8 (EW 322-323)  |
| Tuesday,<br>September 4 | Class: Discuss reading. Short video on "The Tell-Tale Heart;" In-class writing.<br>Homework: Satrapi's "The Socks" (Illustration) Journal Entry (PCW 109-110); Cisneros' "Only Daughter." (handout)<br>Begin reading the section on "Style" in <i>Everyday Writer</i> ( EW 329) Exercises: 30-2, 30-3 (EW 334-336) |

| Date                      | Topics, Readings, Assignments, Deadlines  |
|---------------------------|---|
| Thursday,<br>September 6  | <p>Class: Essay # 2 (out-of -class) Profile essay due; Discuss Satrapi/ Cisneros; <b>Go over prompt for Essay #3 out-of-class (Creativity – Ad Analysis) (GLO 1-5; 2000 words) due Tuesday, September 18</b></p> <p>Homework: Bring an Ad to class for the Ad-Analysis workshop on Tuesday</p> <p>Exercises:31-1, 31-2 (EW 339-341)</p> |
| Tuesday,<br>September 11  | <p>Class: <b>Creativity-Ad Analysis essay workshop</b>. Final draft of essay due, Tuesday, September 18.</p> <p>Homework: Read handout; Vora’s “The Magic of Mehendi: The Henna painting Ceremony;” Doty’s “My Tattoo.” “Four Tattoos” (PCW 218); “Inked Well” (PCW 691-694)</p> <p>Exercises: 32-1-1, 32-2 (EW 344)</p>                |
| Thursday,<br>September 13 | <p>Class: Discuss readings.</p> <p>Homework: Exercises: 33-1, 34-1 (EW 347-352)</p>   |
| Tuesday,<br>September 18  | <p>Class: Henna painting workshop. <b>Ad-Analysis essay # 3 (complete with worksheets) due today</b></p> <p>Homework: <b>Bring a yellow book and pen to class for in-class essay # 4.</b></p>   |
| Thursday,<br>September 20 | <p>Class: <b>Essay # 4, in-class (Creativity) (500 words GELO 1-3, 5)</b></p> <p>Homework: Read <i>Rooftops of Tehran</i> part one (Chapters 1-13); 1 page response to reading</p> <p>Begin reading the section on Sentence Grammar (EW 361) Exercises: 36-1, 36-6 (EW 362-370)</p>   |
| Tuesday,<br>September 25  | <p>Class: Discuss <i>Rooftops of Tehran</i> part one</p> <p>Homework: Read <i>Rooftops of Tehran</i> part two (Chapters 14-21) ; 1 page response to reading</p>   |
| Thursday,<br>September 27 | <p>Class: Discuss <i>Rooftops of Tehran</i> part two.</p> <p>Homework: Read <i>Rooftops of Tehran</i> part three (Chapters 22-34). Prepare for in-class quiz. Exercises: 37-4, 37-6 (EW 383-385)</p>  |
| Tuesday,<br>October 2     | <p>Class: In class quiz on <i>Rooftops of Tehran</i>; <b>Author Mahbod Seraji visits class.</b></p> <p>Homework: Read “Shooting an Elephant” (PCW 131)</p> <p>Exercises: 38-1, 38-2, 38-3, 38-4 (EW 394-402)</p>  |

| Date                    | Topics, Readings, Assignments, Deadlines  |
|-------------------------|---|
| Thursday,<br>October 4  | <p>Class: Discuss reading. In class writing.</p> <p>Homework: Read “The Myth of the Latin Woman: I just met a Girl named Maria” (PCW 225); “Just Walk On By: A Black Man Ponders His Power to Alter Public Space” (PCW 233) 1 page response to any one essay.</p> <p>Exercises: 38-4, 38-5 (EW 403-405)</p>   |
| Tuesday,<br>October 9   | <p>Class: Discuss readings</p> <p>Homework: Read “The Story of an Hour;” “The Suicide Note” (PCW 364)</p> <p>Exercises: 39-1, 40-1, 40-2 (EW 410- 417)</p>  |
| Thursday,<br>October 11 | <p>Class: Discuss Readings: In class writing exercise</p> <p>Homework: Read “Grant and Lee: A Study in Contrasts.” (PCW 392)</p>  |
| Tuesday,<br>October 16  | <p>Class: Discuss reading. In class discussion</p> <p>Homework: Read “The Ways We Lie” (PCW 466); “The Dog Ate My Tablet, and Other Tales of Woe” (PCW 452); 1 page response to any one essay</p> <p>Exercises: 41-1, 41-2, 41-3, 41-4 (EW 423-429) )</p>   |
| Thursday,<br>October 18 | <p>Class: Discuss Readings</p> <p>Homework: Read “Argumentation” (PCW 517- 541)</p> <p>Exercises: 42-1, 42-2 (EW 432-436)</p>   |
| Tuesday,<br>October 23  | <p>Class: Discuss Argument. Rogerian and Toulmin models</p> <p>Homework: Read “I Have a Dream” speech. Write a summary of the speech. “Songs of the Summer of 1963... and Today” (PCW 397)</p> <p>Exercises: 43-1, 43-2, 43-3 (EW 440-442)</p>  |
| Thursday,<br>October 25 | <p>Class: Discuss reading; Assign <b>Essay # 5 Argument essay (out-of-class ) (GELO 1-5; 2000 words)</b></p> <p>Homework: Read Edward Said’s essay “Reflections on Exile” by using this link: <a href="http://www.dartmouth.edu/~germ43/pdfs/said_reflections.pdf">www.dartmouth.edu/~germ43/pdfs/said_reflections.pdf</a> Watch “Edward Said on Orientalism” introduced by Sut Jhally at the following link: <a href="http://www.youtube.com/watch?v=nOHYX9JvH80">http://www.youtube.com/watch?v=nOHYX9JvH80</a></p> <p>Exercises: 43-4 (EW 443)</p> |
| Tuesday,<br>October 30  | <p>Class: In class writing and discussion on Said’s essay</p> <p>Homework: Bring two copies of a completed Rough Draft of your Argument essay to class on Thursday for Workshopping</p>   |

| Date                     | Topics, Readings, Assignments, Deadlines  |
|--------------------------|---|
| Thursday,<br>November 1  | Class: <b>Argument Essay # 5 Workshop. Final Draft due Thursday, November 8</b><br>Homework: Read “A Peaceful Woman Explains Why She Carries a Gun” (PCW 350) “There is a Reason They Choose Schools” (PCW 660); One page response to any one essay<br>Exercises: 45-1, 46-1, 46-2 (EW 453-458)   |
| Tuesday,<br>November 6   | Class: Discuss Readings<br>Homework: Read “The Hidden Life of Garbage” (PCW 186) “Goodbye to my Twinkie Days” (PCW 169)<br>Begin reading the section on Punctuation and Mechanics (EW 464)<br>Exercises: 47-1, 47-2 (EW 466-467)  |
| Thursday,<br>November 8  | Class: Discuss essay. <b>Argument Essay # 5 due.</b> Attach worksheets to the back of the Argument essay before you turn it in. <b>Multimodal Essay: Problem/Solution Project (Panel Presentations) assigned. 2000 words, GELO 1-5; Brainstorm for topics</b><br>Homework: Read “Photos That Change History” (PCW 356) “What Motivates Terrorists” (PCW 344)<br>Exercises: 47-3, 47-4, 47-5 (EW 470- 472) |
| Tuesday,<br>November 13  | Class: Discuss readings<br>Homework: Read “You Don’t Want Them Responding To Your Text” (PCW 542) “On Dumpster Diving” (PCW 676);<br>Exercises: 47-6, 47-7, 48-1 (EW 474-478)   |
| Thursday,<br>November 15 | Class: Discuss readings. In class discussion<br>Homework: Research your topics for Panel Presentation<br>Exercises: 50-1, 50-2, 51-1 (EW 486-491)   |
| Tuesday,<br>November 20  | Class: In class conferences. Preparation for Multimodal Project Presentations   |
| Thursday,<br>November 22 | Thanksgiving Holiday. No class  |
| Tuesday,<br>November 27  | Class: In class Discussion of sample exam topics; Critical Essay for Portfolio  |

| <b>Date</b>               | <b>Topics, Readings, Assignments, Deadlines</b>   |
|---------------------------|---|
| Tuesday,<br>November 29   | Class: <b>Multimodal Project Presentations</b>  |
| Tuesday,<br>December 4    | Class: <b>Multimodal Project Presentations</b>  |
| Thursday,<br>December 6   | Class: <b>Multimodal Project Presentations</b>  |
| Wednesday,<br>December 12 | Class: <b>Final Exam. 9:45 -12:00</b><br>Portfolio due<br>Critical Essay: Reflection on College Reading and Writing |