

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Sections 3, 14, and 33, Spring 2013**

**Instructor:** (Inga Silva)  
**Office Location:** (FOB 224)  
**Telephone:** (408) (924-4512)  
**Email:** (inga.silva@sjsu.edu)  
**Office Hours:** (MW 10:25-11:55)  
**Class Days/Time:** (MW 7:30-8:45 (Section 3),  
9:00-10:15 (Section 14), &  
12:00-1:15, (Section 33))  
**Classroom:** (Section 3 BBC 124,  
Section 14 BBC 221, &  
Section 33 BBC 123)  
**Prerequisites:** (**Prerequisite:** Passage of  
Written Communication 1A  
(C or better) or approved  
equivalent. **A-F grading**)  
**GE Category:** Written Communication C3

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

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

**Prerequisites:** Passage of Written Communication 1A (C or better) or approved equivalent.

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

**Clear and effective communication of meaning.**

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

**Student Learning Objectives:**

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

**Writing:** In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will

be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

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

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

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

**Diversity:**

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

**The University Essay Final Exam:** A common essay final, graded holistically, will count as 20 percent of your course grade. You must take the final exam in order to pass the course.

**Grading:** A-F.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at

[http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

**Grading Policy**

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

English 1B: Grading A-F.

## **University Policies**

### **Estimation of Per-Unit Student Workload**

Success in this 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 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, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Recording policies**

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

### **Academic integrity**

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

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

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

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

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer

labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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

### **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): <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**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## Required Texts/Readings

### Textbooks

Kirszner, Laurie G., and Stephen R. Mandell. *The Blair Reader: Exploring Issues & Ideas*. 7<sup>th</sup> ed.

Boston: Prentice Hall P, 2011. Print.

ISBN 13: 978-0-205-7288442, ISBN 10: 0-205-72844-8

Troyka, Lynn Quitman, and Douglas Hesse. *Quick Access Compact*. 2<sup>nd</sup> ed. Upper

Saddle River: Prentice Hall P, 2010. Print

ISBN 13: 978-0-205-68734-3, ISBN 10: 0-205-68734-2

*American Heritage Dictionary* or *Merriam Webster Dictionary*

**Other equipment / material requirements:** You are expected to print out your essays and turn in hard copies. All essays should be backed up on a jump drive or some other device. Keep a folder or notebook for all essays, critical reports, and handouts. I will collect the CR reports twice, so do not discard them.

### Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

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

### Assignments and Grading Policy

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

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

### Grading Criteria for In-Class Essays:

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

#### The “A” Essay

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

#### The “B” Essay

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

#### The “C” Essay

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

#### The “D” Essay

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

#### The “F” Essay

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

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

#### The “A” Essay

- Is fluent, well-developed, demonstrating a clear understanding of the assignment.
- Uses language effectively with some sophistication demonstrated by word choices.
- Has sentences that have syntactic complexity and variety.

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

### The "B" Essay

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



- With a degree of sophistication, synthesizes ideas (combines to a new whole) with proper documentation of all sources.
- Has a works cited page with accurate documentation and follows the MLA style though may contain a few errors.
- Has accurate parenthetical documentation and follows MLA style though may contain a few errors.

#### The “C” Essay

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

#### The “D” Essay

- Not organized and/or developed, missing the requirements of the assignment by lacking organization and/or inadequately (superficially) developing the ideas.
- Uses language less effectively with inadequate word choices.
- Has only one two types of sentences, lacking any syntactic variety or complexity.
- May or may not have a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner, slighting or ignoring one aspect of this.
- Has content that conveys ideas that did not meet the assignment because they were incorrectly written on the wrong topic or inadequately developed by limited

discussion or adequately developed but because of frequent grammar errors, the message was not conveyed.

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

#### The “F” Essay

- Demonstrates a striking underdevelopment of ideas and insufficient or unfocused organization.
- Uses language without a clear effect as indicated by word choices.
- Has sentences that are basically all one or two types of sentences, lacking any syntactic variety or complexity.
- May or may not have a title, thesis statement, introduction, topic sentences, body paragraphs, transitions, and a conclusion that convey the essay’s message in an organized manner, ignoring one or more aspects of the basic essay components.
- Has content that conveys markedly underdeveloped ideas that did not meet the assignment because they were incorrectly written on the wrong topic or inadequately developed by limited discussion or adequately developed but because of frequent grammar errors, the message was not conveyed.
- Does not meet essay the requirements of length (word count), topic, and follow the MLA standard of presentation.
- Is not submitted on time with appropriate pre-writing materials.
- Is not neat and pleasing to the eye.
- Contains a serious amount of grammatical, mechanical and usage errors.
- Lacks accuracy in analyzing and evaluating supporting materials obtained from the library demonstrating difficulty in synthesizing ideas intelligently as indicated by inadequate research that does not add, refine, or support the thesis adequately or accurately. It may overuse sources, not use enough sources, or use inappropriate sources.

- Uses sources that indicate a lack of conceptual knowledge of what is a good source for an academic paper.
- Illustrates a below average ability to synthesize ideas (combines to a new whole) and lacks proper documentation of all or some sources.
- Has quotations that are ineffective, absent, or inadequate.
- Has a works cited page with inaccurate documentation and follows the MLA style though may contain many errors.
- Has inaccurate parenthetical documentation and does not follow MLA style containing many errors.
- Is marred by many errors on almost every level such as content, grammar, and research so that it does not meet minimal requirements.

#### Grade Breakdown

Essay	% of grade	Word Count	Maximum Points
Essay #1 Diagnostic	0% but required	500+	0 points just required
Essay #2 Out of Class	10%	1300	50
Essay #3 In-Class	10%	700	50
Essay #4 Out of Class	10%	1500	100
Essay #5 In-class	10%	700	200
Essay #6 Out of Class	10%	2000	100
Essay #7 Out of Class	10%	700	100
Final #8	20%	NA	200
CR Reports (8)	7%	700+	10 points each
Quizzes (8)	7%		10 points each
Peer Edit #1 (3)	3%		10 points each
Presentation	3%		30 points
Total Points	100%	8000 words	1000 points

Final grade break down individual essays

Grade	Points	5 %	10%	20%	Final Grade Breakdown
A	100	50	100	200	946-1000
A-	95	47.5	95	190	901-945
B+	90	45	90	180	860-900
B	85	42.5	85	170	850-859
B-	80	40	80	160	800-849
C+	75	37.5	75	150	750-799
C	70	35	70	140	700-749
C-	65	32.5	65	130	650-699
D+	60	30	6.	120	600-649
D	55	27.5	55	110	550-599
F	35	15	30	60	350-549

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

**Peer Editing:** It is required for all out-of-class essays. Bring a complete copy of your essay draft. It must be a hard copy. It is mandatory. It is worth 10 points. 25 points will be deducted if you do not bring a hard copy.

**We will be using turnitin.com. Turnitin.com password:** Darwin (capital D)

6024625 for Section 3

6024529 for Section 14

60246334 for Section 33

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

### **Critical Reports:**

These will be explained in class.

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

**Late Work & Requirements:** You must complete all work required. You cannot pass this class without completion of every essay assigned. A late essay will be accepted; however, you will only get partial credit for it. The only exception is with a doctor's note or a note from a coach,

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

### English 1B, Spring 2013, Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines BR= Blair Reader & QA= Quick Access Compact Read the assignment before the class.
1	January 23 <sup>rd</sup> Wednesday	Introduction to the class. Introduction to each other. Assignment #1 Review of Basic Grammar Concepts (SLO1)
2	January 28 <sup>th</sup> Monday	Essay #1 Diagnostic exam SLO1 Bring Blue Book Review of Basic Grammar Concepts Assignment. (SLO1) Thinking Critically Assignment handout. (SLO2) You will need to read QA pp. 68-70
2	January 30 <sup>th</sup> Wednesday	Read, print-out, and bring to class the short story & essays: “A Clean, Well-Lighted Place,” by Ernest Hemingway (SLO 2) <a href="http://www.mrbauld.com/hemclean.html">http://www.mrbauld.com/hemclean.html</a> “The Free-Speech Follies,” by Stanley Fish (SLO4 & 6) <a href="http://chronicle.com/article/The-Free-Speech-Follies/45247">http://chronicle.com/article/The-Free-Speech-Follies/45247</a> “A Chill Wind Is Blowing in This Nation,” by Tim Robbins (SLO4 &6) <a href="http://www.commondreams.org/views03/0416-01.htm">http://www.commondreams.org/views03/0416-01.htm</a> Classical Argument : In addition to the example in our text, my favorite example is on my web site. Please print and bring one to class. (SLO1 & 6) QA: 5d “What is the structure of a classical argument?” p. 87 <b>Essay #2 Assigned &amp; Critical Report #1 Due (SLO 3)</b>
3	February 4 <sup>th</sup>	Read & print-out: “It’s Time to Junk the Double Standard on Free Speech,” by

Week	Date	<b>Topics, Readings, Assignments, Deadlines</b> <b>BR= Blair Reader &amp; QA= Quick Access Compact</b> <b>Read the assignment before the class.</b>
	Monday	Stuart Taylor, Jr. (SLO 1, 2, & 6) <a href="http://thefire.org/article/4450.html">http://thefire.org/article/4450.html</a> *if you have trouble finding it, Google the title. Bring QA to class. We will focus on pre-writing strategies and expanding your topic. Peruse QA Chapter 28 & Chapter 34h pp. 366 (SLO 1, 5) <b>Critical Report #2 Due (SLO 3)</b> <b>Quiz 1</b>
3	February 6 <sup>th</sup> Wednesday	Peer-editing essay #1: bring hard copy to class. (SLO1, 5, & 6) Peruse in QA: "Introductory paragraphs" in Quick Reference 3:1 p. 47 BR: Gender and Identity (SLO 1 & 4) "The War Against Boys," by Christina Hoff Sommers, p. 309 (SLO 1 & 4)
4	February 11 <sup>th</sup> Monday	<b>Essay #2 due (Don't forget to submit it to turnitin.com)</b> "What is the Triple Bind?" by Stephen Hinshaw, p. 301 "Men Are from Earth, and So Are Women: It's Faulty Research That Sets Them Apart," by Rosalind C. Barnett and Caryl Rivers, p. 314, (SLO 4 & 5) Review of paragraph development: focus on compare and contrast QA: Chapter 3 .(SLO 1) <b>Essay #4 Assigned</b> <b>Complete Library Module (SLO 2)</b> <a href="http://tutorials.sjlibrary.org/tutorial/infopower/index.htm">http://tutorials.sjlibrary.org/tutorial/infopower/index.htm</a>
4	February 13 <sup>th</sup>	Introduction to Research (SLO 2 & 3)

Week	Date	<b>Topics, Readings, Assignments, Deadlines</b> <b>BR= Blair Reader &amp; QA= Quick Access Compact</b> <b>Read the assignment before the class.</b>
	Wednesday	BR: "I Want a Wife," by Judy Brady, p. 275 "Company Man," by Ellen Goodwin, by Ellen Goodwin print out the essay (easy to find via Google) (SLO4) QA: Read Chapter 32 (SLO 2 & 3) <b>Quiz 2</b> <b>Critical Report #3 Due (SLO 3)</b>
5	February 18 <sup>th</sup> Monday	BR: "The M/F Boxes," by E. J. Graff, p. 269 (SLO 4) Research continued (SLO 2, 3, &4) QA: Read Chapter 33 (SLO3) Toulmin Argument Handout Prep for library class <b>Quiz 3</b> <b>Critical Report #4 Due (SLO 3)</b>
5	February 20 <sup>th</sup> Wednesday	Library Class (SLO 2 & 3) Bring paper topic.
6	February 25 <sup>th</sup> Monday	In Class Essay, Essay #3 (SL1 & SLO4) Bring Blue Book Tentative thesis & question your essay will answer due <b>Critical Report #5 Due (SLO 3)</b>
6	February 27 <sup>th</sup> Wednesday	BR: The Politics of Language "Mother Tongue," by Amy Tan, p. 140 (SLO 4) "Aria," by Richard Rodriguez, p. 145 (SLO 4) Bring 1 source to share with the class that you found interesting in your research to present to the class. (SLO 3) MLA Style: QA chapter 35, bring QA to class <b>Quiz 4 &amp; Critical Report #6 Due (SLO 3)</b>
7	March 4 <sup>th</sup> Monday	Bring Outline & List of sources to class. (SLO 1, 4, & 5) Conferences in classroom. Pre conference form filled out. Read essay for next class while waiting
7	March 6 <sup>th</sup> Wednesday	Essay #4 Peer Editing (SLO 1 & 4) "The Human Cost of an Illiterate Society," by Jonathan Kozol,

Week	Date	Topics, Readings, Assignments, Deadlines BR= Blair Reader & QA= Quick Access Compact Read the assignment before the class.
		p. 16 (SLO 4) <b>Quiz 5</b>
8	March 11 <sup>th</sup> Monday	Essay #4 due "I h8 txt msgs: How Texting is Wrecking Our Language," by John Humphrys, p. 185 (SLO 4) "2b or not 2b?" by David Crystal, p. 188 (SLO 4) "Thumbspeak: Is Texting Here to Stay?" by Louis Menand, p. 196 (SLO 4) Review of commas QA: Chapter 24
8	March 13 <sup>th</sup> Wednesday	BR: The American Dream "The Declaration of Independence," by Thomas Jefferson, p. 375 (SLO 4) "Library Card," by Richard Wright, p.330 (SLO 4) QA: Semicolons & Colons, p. 278 & 281 (SLO 4) <b>Quiz 6</b> <b>Critical Report #7 Due (SLO 3)</b>
9	March 18 <sup>th</sup> Monday	BR: "The Gettysburg Address," by Abraham Lincoln, p. 378 (SLO 4) "The Myth of the Latin Woman: I Just Met a Girl Named Maria," by Judith Ortiz Cofer," p. 346 (SLO 4) QA: Sentence Variety & Style, chapter 119 (SLO 1) <b>Quiz 7</b>
9	March 20 <sup>th</sup> Wednesday	Essay #5 Assigned Revision Exercise & Assignment (SLO 1) "I Have A Dream," by Martin Luther King, Jr., p. 383 (SLO 1 & 5) <b>Critical Report #8 Due (SLO 3) &amp; VIP Class</b>
Break	March 25 <sup>th</sup> to April 1st	Spring Break and Cesar Chavez Day No Classes
10	April 1 <sup>st</sup> Monday	No Class, Cesar Chavez Day, Campus Closed
10	April 3 <sup>rd</sup> , Wednesday	Essay #5 Due BR: "The Obligation to Endure," by Rachel Carson, p. 474



Week	Date	Topics, Readings, Assignments, Deadlines BR= Blair Reader & QA= Quick Access Compact Read the assignment before the class.
		(SLO 4) "Fateful Voice of A Generation Still Drowns Out Real Science," by John Tierney, p. 480 (SLO 4) <b>Quiz 8</b> on types of sentences Essay #7 Assigned
11	April 8 <sup>th</sup> Monday	BR: "The Conquest of Garbage," by Heather Rogers, p.484 (SLO 4, 5) "Built to Last," by Alan Weisman, p. 490 "The Challenge to Environmentalism," by Bill McKibben, p.500
11	April 10 <sup>th</sup> Wednesday 10	Br: "Green, Greener, Greenest," by Kate Zernike, p. 503 (SLO 4 &5) "Why Bother?" by Michael Pollan, p. 508 (SLO 5) <b>Quiz 9</b>
12	April 15 <sup>th</sup> Monday	BR: Why We Work "Selling in Minnesota," by Barbara Ehrenreich, p. 428 (SLO 4) "Don't Blame Wal-Mart," by Robert B. Reich, p. 432 (SLO 4) <b>Quiz 10 &amp;</b> Prep for in-class essay.
12	April 17 <sup>th</sup> Wednesday	Essay # 6, in-class essay Bring Blue Book
13	April 22 <sup>nd</sup> Monday	BR: Religion in America "Salvation," by Langston Hughes, p. 521 (SLO 4) "New Superstitions for Old," by Margaret Mead, p. 523 Assignment of group projects
13	April 24 <sup>th</sup> Wednesday	BR: " Kicking the Secularist Habit," by David Brooks, p.533 "Finding Design in Nature," by Christoph Schonborn, p. 569 (SLO 4) Prep for Final & Time for groups
14	April 29 <sup>th</sup> Monday	BR: "Why Intelligent Design Isn't," by H. Allen Orr, p.571 (SLO 4 &5) "Finding Darwin's God," by Kenneth R. Miller, p.581 (SLO 4

Week	Date	Topics, Readings, Assignments, Deadlines BR= Blair Reader & QA= Quick Access Compact Read the assignment before the class.
		&5) Prep for Final
14	May 1 <sup>st</sup> Wednesday	Prep for Final Review List Time for Presentations
Final Exam	May 4 <sup>th</sup> Saturday	10:00-12:00 location TBA, bring yellow book and dictionary
15	May 6 <sup>th</sup> Monday	Peer Editing of Essay #7 Presentations Prep for Final <b>Grammar &amp; Reading Quiz 11 SLO 1</b>
15	May 8 <sup>th</sup> Wednesday	Presentations in Class (SLO1 & 5) Return of Final Quiz Final Essay Due #7
16	May 13 <sup>th</sup> Monday	NO CLASS

### Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)