

**San José State University  
Department of English and Comparative Literature  
English 1A, Composition 1 (GE A2), Sections 1, 11, 22, and 40,  
Fall 2012**

<b>Instructor:</b>	John H. Murphy
<b>Office Location:</b>	FOB-215
<b>Telephone:</b>	(408) 924- 5064
<b>Email:</b>	John.Murphy@sjsu.edu
<b>Office Hours:</b>	M 1215-1315 and 1500-1700; W 1215-1315
<b>Class Days/Time:</b>	MW 7:30-845 (01); 900-1015 (11); 1030-1145 (22); 1330-1445 (40)
<b>Classroom:</b>	SH 410 (all classes)
<b>Prerequisites:</b>	“Passage of the English Proficiency Test (EPT score of 147+) or passage of an approved substitute course for the EPT, unless exempt.”
<b>GE Category:</b>	Written Communication A2

**Faculty Web Page and MYSJSU Messaging**

A copy of this syllabus may be found through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

**Course Description**

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 the more formal attitudes and demands of writing 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:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

**Course Goals and Student Learning Objectives**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

**Student Learning Objectives:**

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

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

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

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

**Information available online**

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

**Required Texts/Readings**

**Textbooks**

Kirszner, Mandell: Patterns for College Writing, 12<sup>th</sup> Edition, Boston: Bedford/St. Martin's, 2012. ISBN: 0-312-69958-1

Hacker, Sommers: The Bedford Handbook, 8<sup>th</sup> Edition, Boston: Bedford/St. Martin's, 2010, ISBN: 0-312-65269-0

**Other Readings**

Murphy: Fall 2012 English 1A Class Materials Packet. Purchase at Maple Press, 481 E. San Carlos St., on the east side of campus, across from Campus Village. This packet contains class instructional materials and notes, activity sheets and forms.

**Other equipment / material requirements**

Reliable paperback college dictionary, small stapler, lined loose leaf paper, manila folder or large envelope (for portfolio), black and colored pens, ring binder (for Class Materials Packet), hole punch.

**Library Liaison**

Toby Matoush

Toby.Matoush@sjsu.edu

## **Classroom Protocol**

**COURSE POLICIES:** 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.

**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."

**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.

**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:** 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 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.

**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 any) 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.

**“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.

## **Assignments and Grading Policy**

**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.

**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.

Department “Minimum Word” course requirement : “A minimum of 8000 words.” (See “REQUIRED WORK.”)

## COURSE CONTENT:

**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 for English 1A is held on a special exam day near the end of the course. "A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course."

**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:

## ASSIGNMENTS

Mandated word count estimates and associated G.E. Learning Objectives (LO) and Content Objectives (CO) are included, along with weight (% of final grade).

Diagnostic In-class Writing Sample (verifies prerequisite skills): 3-4 pages, handwritten, 600-800 words; LO1, 2, 3; CO-practice, in-class, reading prompt; 0%.

Extended Definition Essay: 3-4 typed pages, 750-1000 words; LO1, 2, 3, 4; CO-practice, reading, evaluation; 5%.

Narration Essay: 3-5 typed pages, 750-1250 words; LO1, 2, 3, 4; CO-practice, reading, evaluation; 5%.

Process Analysis Group Essay/Project: 4-6 typed pages, 1000-1500 words; LO1, 2, 3, 4; CO-practice, reading, evaluation; 5%.

Midterm In-class Essay (reading response): 4-6 handwritten pages, 800-1200 words; LO1, 2, 3; CO-practice, in-class, reading prompt; 5%.

Concepts and Skills Test 1: LO1, 2, 3, 4; CO-evaluation; 5%.

Classification or Division Essay: 4-6 typed pages, 1000-1500 words; LO1, 2, 3, 4; CO-practice, reading, evaluation; 10%.

Comparison and Contrast Essay: 5-7 typed pages, 1250-1750 words; LO1, 2, 3, 4; CO-practice, reading, evaluation; 10%.

Argument Essay (Position Paper): 5-7 typed pages, 1250-1750 words; LO 1, 2, 3, 4; CO-practice, reading, evaluation; 10%.

Final In-class Essay (reading response): 4-7 handwritten pages, 800-1400 words; LO1, 2, 3; CO-practice, in-class, reading prompt; 10%.

Concepts and Skills Test 2: (LO1, 2, 3, 4; CO-evaluation); 5%.

Department Final Essay (This exam must be taken in order to pass the course.): 4-7 handwritten pages, 800-1400 words (not counted in administration's word count); LO1, 2, 3, 4; CO-reading prompt; 20%.

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. Specific activity details will be covered in class. 6-10 handwritten pages, variable; LO1, 2, 3, 4; CO-practice, reading; 10%.

(TOTALS: Word Count range: 8200-12100 words.)

For assignment due dates, see the COURSE SCHEDULE, below.

## **Student Technology Resources**

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

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

## **Peer Connections**

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

## **SJSU Writing Center**

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

## English 1A, Fall 2012, Course Schedule

This schedule may be subject to revision, based upon the needs of the class or for unforeseen circumstances. Appropriate notice of changes will be provided to students via MySJSU. EXPLANATION OF TABLE: Column 1 indicates the week; column 2 indicates the class dates that week; column 3 contains each class day’s classroom topics and activities, with associated mandated learning (LO) and content (CO) objectives, and work due (“DUE TODAY”), including reading and writing assignments. Text abbreviations: PCW refers to Patterns for College Writing and BH refers to The Bedford Handbook.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W Aug. 22	Enrollment, check of prerequisites, course introduction and policies, Class Calendar, Student Information Form.
2	M Aug. 27  W Aug. 29	<p>Enrollment for late adds; Diagnostic Essay (Counts as Course Paper #1). CO-practice, evaluation.</p> <p>DUE TODAY: Bring lined paper, pen, dictionary and small stapler to class. Purchase course textbooks and materials.</p> <p>Diagnostic Essays returned—discussion; Introduction to Description (objective, subjective). GROUP ACTIVITY: Reading Response #1 (20 Activity Points) LO 2; CO-readings, models.</p> <p>DUE TODAY: Read PCW 151-69 (Intro to Description), 182-84 Berne: “Ground Zero,” 176-79 Hodgman: “No Wonder They Call Me a Bitch,” 194-99 White: Once More To the Lake.”</p>
3	M Sep. 3  W Sep. 5	<p>NO CLASSES—LABOR DAY HOLIDAY</p> <p>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 Seven-day Journal Assignment (Handout 4A). LO 1, 3, 4; CO-prewriting.</p> <p>DUE TODAY: Skim for Concepts and Terms PCW 11-93 (“Reading to Write,” Invention, Arrangement, Drafting and Revising, Editing and Proofreading); BH 2-61 (“The Writing Process”: Planning and Revising). NOTE: Remedial and ESL students should review BH 747-88, the “Grammar Basics” section, which covers parts of Speech, Sentence Patterns, Subordinators, Sentence Types.</p>









Week	Date	Topics, Readings, Assignments, Deadlines
		<p>DUE TODAY: Completed ANALOGY CHART due from each team (10 Activity Points). Read &amp; Study BH 280-086 (Adjective and Adverb Forms), 156-60 (Mixed Constructions), 161-68 (Misplaced and Dangling Modifiers), 169-74 (Shifts). Complete Grammar Review Worksheets G, K, M. Read PCW 321-36 (Introduction 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."</p>
13	<p>M Nov. 12</p> <p>W Nov. 14</p>	<p>NO CLASS—VETERANS' DAY HOLIDAY OBSERVANCE</p> <p>INTRODUCTION TO ARGUMENT/Writing Effective Arguments – Common Patterns; Review of Inductive and Deductive Reasoning Patterns (Handout 16); Details of Argument Paper Assignment (Handout 16A); GROUP ACTIVITY: Peer Review of Comparison and Contrast Essays (Peer Review Form). LO 2, CO-organizing, editing.</p> <p>DUE TODAY: COMPARISON AND CONTRAST ESSAY (Paper #7) DUE (Draft). Read PCW 525-50 (Introduction to ARGUMENT); Skim BH 438-516 (Conducting Research, Evaluating Sources, Avoiding Plagiarism, Documentation Styles).</p>
14	<p>M Nov. 19</p> <p>W Nov. 21</p>	<p>PAIRED ACTIVITY: Thesis Writing Practice, Controversial Issues (Handout 16B). TEAM BOARD ACTIVITY: Organization. (Grammar Review Worksheet D). GROUP ACTIVITY: Reading Response #8 (20 Activity Points). LO 1, 2; CO-organizing; readings, models.</p> <p>DUE TODAY: 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 Osborne: "Does This Tax Make Me Look Fat?" COMPARISON AND CONTRAST ESSAY (Paper #7) DUE (Final Revision).</p> <p>GROUP ACTIVITY: Peer Review of Argument/Cause and Effect Papers (Peer Review Form). CO-editing, revising. DUE TODAY: ARGUMENT/CAUSE AND EFFECT PAPER (Paper #8) DUE (Draft).</p>
15	M Nov. 26	<p>Review: Study Guide for Test 2; English 1B Preview: Brief introduction to conducting research, evaluating sources,</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	W Nov. 28	documentation. LO 1, 2, 4. DUE TODAY: Skim BH 438-516 (Conducting Research, Evaluating Sources, Avoiding Plagiarism, Documentation Styles); ARGUMENT/CAUSE AND EFFECT PAPER (Paper #8) DUE (Final Revision).  Preparation Day for Final In-class Essay and Department Final with examination of past English 1A Department Finals. LO 1, 2, 4; CO-readings, models, composing.  DUE TODAY: Study for Test 2 this weekend.
16	M Dec. 3	FINAL IN-CLASS ESSAY (Counts as Paper #9). CO-Evaluation DUE TODAY: Bring lined paper, pen, dictionary, stapler.
	W Dec. 5	CONCEPTS AND SKILLS TEST 2. CO-Evaluation. DUE TODAY: Study for Test 2; bring a pen.
	Sa Dec. 8	ENGLISH 1A DEPARTMENT FINAL ESSAY EXAM (10 <sup>th</sup> paper of the course), 8-10 am, room to be announced. CO-Evaluation. DUE TODAY: Bring to the Exam: two yellow exam booklets (Do not write anything on or in them), two black ballpoint pens, paperback dictionary. NO OTHER MATERIALS ARE PERMITTED.
17	M Dec. 10	Grading and review of Test 2; papers returned, discussion; review of Department Final Essay Exam. Last class of the semester. CO-Evaluation. DUE TODAY: Bring a red pen to class. To obtain your score on the Department Final, send an email to the instructor no later than Tuesday night, Dec. 11, with the subject line stating your name, class and "English 1A Exam." The University will release final grades in early January. Due to security concerns, I do not post, mail or email final grades.

### Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)

Monday	November 12	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty