

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 2, 11, & 30, Spring 2012
Welcome

“The only way out is through.” --Zen saying
“If one advances confidently in the direction of his dreams, and endeavors to live the life
he has imagined, he will meet with a success unexpected in common hours.”
—Henry David Thoreau

Instructor: Inga Silva

Office Location: FOB 224

Telephone: 408-924-4512

Email: Inga.silva@sjsu.edu

Office Hours: MW 10:25-1155 & by Appointment

Classroom: Section 2 M/W SH 413 7:30-8:45
 Section 11 M/W Clark 308 9:00-10:15
 Section 30 M/W BBC 123 1200-1:15

Textbooks & Required Materials: Hawthorne, Nathaniel. *The Scarlet Letter*.
 Kirszner, Laurie G. & Stephen R. Mandell. *The Blair Reader*.
 7th ed. Boston: Prentice Hall, 2011. Print.
 Troyka, Lynn Quitman & Douglas Hesse. *Quick Access Compact*. 2nd
 Upper Saddle River: Prentice Hall, 2010. Print
The American Heritage or Merriam Webster Dictionary.
 You will also need the following: a folder for all essays and written
 work, a pen that writes with **black** ink, a back up or jump drive for all
 essays and written work. Also 3 large exam books

English 1B Course Description: English 1 B 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.

Prerequisite: Passage of Written Communication 1A (C or better) or approved equivalent. A-F grading

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. 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.

Essays: Essays must be handed in during class and on the date they are due, and they must meet the word requirement. If an essay does not meet the word requirement, it will earn an “F” grade or less and failure of the class. Also, they must be typed on white paper, with 12 font, and be typed according to MLA style. Word count can be found by using tools on Microsoft word. When you hand in your final essay, you must hand in the final draft on top, the edited rough drafts (write rough draft on it), and the peer-editing sheet. You do get credit for peer editing. Word count should be typed below the last line of writing. *A student is expected to complete every in-class-essay given and every out-of-class essay assigned in order to pass this course. Any student who does not complete all essays and meet the word count will automatically fail the class. I do not take any emailed work. You must submit a hard copy and a copy to turnitin.com of all your out-of-class essays. In-class essays must be written in black or blue ink in a large exam book.*

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.

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.

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. 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. The final exam is on a Saturday as indicated on the assignment list. **[Saturday, December 3, 2011 @10:00am, Location TBA]**

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 section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. 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/>.

Grading Policy: English 1B: Grading A-F.

University Policies

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, 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 is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. 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.

Plagiarism & Cheating: Plagiarism is using someone else's work as your own without giving proper credit to the author. An act of plagiarism may mean failure of this course and could lead to dismissal from the university. All papers must be original and be written for this class. No recycled papers. If you have any questions read the chapter in *The Everyday Writer* or *The Essentials of Argument*.

Diversity: 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.

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 (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 1st floor of Clark Hall and 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 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.

Learning Assistance Resource Center:

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

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/>.

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/firstname.lastname> or accessible 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).

Peer Mentor Center

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

All Essays must be submitted to Turnitin.com: The password is scarlet

12:00 Class Spring 2012 Section 30 4771252

7:30 Class Spring 2012 Section 2 4771189

9:00 Class Spring 2012 Section 11 4771247

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.

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

- Fluent, well-developed, demonstrating a clear understanding of the assignment.
- Uses language effectively with some sophistication demonstrated by word choices.
- Have 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.
- Have 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 a 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 Free Speech	10%	1500	100
Essay #3 In-Class	5%	700	50
Essay #4 Education & Gender	10%	1300	100
Essay #5 In-class	10%	700	100
Essay #6 Outsourcing	10%	1500	100
Essay #7 In Class	10%	700	100
Essay #8	5 %	500	50
Final	20%	NA	200
CT Report Reports (7)	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	950-1000
A-	95	47.5	95	190	910-940
B+	90	45	90	180	860-890
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	60	120	600-649
D	55	27.5	55	110	550-599
F	35	15	30	60	350-549

Quizzes: may occur on different dates depending on class needs.

CT Reports: 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.

Help: I am available during office hours. Let me know and I will sign you up for a time. I am usually always available during office hours unless I say I am not (which is rare). There is also a University Writing Center located in Clark Hall Suite 126. The University Writing Center has a website with classes & workshops available. If I decide you need help from the Writing Center, you will be expected to get help, which will be tailored to your personal writing issues. The Writing Center is a resource, which you pay for as part of your tuition. Take advantage of this opportunity.

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.

Important Information:

- 1) All 8 essays & 7 CT Reports must be completed and handed in on the due date.
- 2) You cannot miss any essays.
- 3) You must bring in a rough draft for peer editing (at least 4 pages of typed writing or else you get an "F" for that essay).
- 4) All essays must meet the minimum word requirements. If you do not meet the word requirements, then you will not get any credit for the essay and fail the class.
- 5) All essays must be submitted with a word count on the last page of writing.
- 6) Use MLA format and 1 inch margins for all essays.
- 7) Essays must be handed in during class time and not by a friend.
- 8) Submit all essays to turnitin.com and also submit a hard copy during class time.
- 9) I do not take any emailed work.
- 10) If you are going to miss a class, ask someone to take notes and get a handout for you.
- 11) You must come to class with your textbooks needed for that day and you must read ahead of time the assigned reading.
- 12) Please visit me during office hours if you have any private questions or want help.
- 13) Quizzes cannot be made up. I usually give them the first 5 minutes of class.
- 14) Quizzes may not always occur on the syllabus date depending on class needs.

English 1 B / Spring 2012, Schedule of Assignments

Table 1 Course Schedule

Week	Date	Readings & Assignments <i>BR=Blair Reader & QA=Quick Access Compact. Read before the class the reading is assigned for.</i>
1	Jan. 25 th Wed.	Introduction to the class Diagnostic Essay [Essay #1]
2	Jan. 30 th Mon.	CT Reports Assigned Focus: Free Speech Issues [SLO's 1-6] (Please print out, read, and bring to class the following material from the internet) "The Free Speech Follies," by Stanley Fish [SLO's 1-6] http://chronicle.com/article/The-Free-Speech-Follies/45247 "A Chill Wind Is Blowing in this Nation," by Tim Robbins [SLO's 1-6] http://www.smh.com.au/articles/2003/04/17/1050172700684.html Read: QA "Thinking Critically About Ideas and Images," pp. 68-83 [SLO's 1 & 4] CT Reports Assigned

Week	Date	Readings & Assignments <i>BR=Blair Reader & QA=Quick Access Compact. Read before the class the reading is assigned for.</i>
2	Feb. 1 st Wed.	Explanation of Classical Argument: (Please print out, read, and bring the following material from the internet) [SLO's 4 & 5] http://www2.winthrop.edu/wcenter/handoutsandlinks/classica.htm http://www.austincc.edu/buck/eng/1301/pubtexts/Argument.htm Read <i>QA</i> : "What is a Classical Argument?" pp. 87 [SLO 5] "It's Time to Junk the Double Standard on Free Speech," by Stuart Taylor, Jr. (click on article title) [SLO's 1-6] http://thefire.org/article/4450.html "Cyberbullying Vs. Free Speech," by Larry Magid [SLO's 1-6] http://www.cbsnews.com/stories/2008/01/30/scitech/pcanswer/main3768945.shtml Read <i>QA</i> : "Understanding College & Other Writing Situations," pp.1-6 [SLO's 1, 4, & 5] Essay #2 Assigned [SLO's 1-6] Continued discussion of articles assigned January 30 th Quiz #1
3	Feb. 6 th Mon.	Focus: Is Texting Destroying the English Language? Read in the <i>BR</i> : "Thumbspeak: Is Texting Here to Stay?" by Louis Menand, pp. 196-200 [SLO's 1, 4, & 5] "I H8 TXT MSGS: How Texting is Wrecking Our Language," by George Humphrys, pp. 185-88 [SLO's 1, 4, & 5] Read <i>QA</i> : "Using Sources & Avoiding Plagiarism," pp. 359-377 Summary, Paraphrase, & Quotations [SLO's 1, 2, 3, 4, & 5]
3	Feb. 8 th Wed.	Focus: Is Texting Destroying the English Language? Read <i>BR</i> : "2B OR NOT 2B," by David Crystal, pp. 188-95 [SLO's 1, 4, & 5] Bring paper topic and scratch paper to class to work on outline of your argument. [SLO5] Read <i>QA</i> : "What is Outlining?" pp. 20-22 [SLO's 1 & 5] Review of organizational aspects of an essay [SLO's 1, 4, & 5] CT #1 Due: Topic Free Speech Issue [SLO's 1-6] Reminder: Rough Draft Due for next class, 4 pages of typed writing Quiz #2
4	Feb. 13 th Mon.	Focus: Does Social Networking Connect Us or Keep Us Apart? Read <i>BR</i> : "The Fakebook Generation," by Alice Mathias, pp. 239-41 Read <i>BR</i> : "What Adolescents Miss When We Let Them Grow Up in Cyberspace," pp. 241-3 [SLO's 1, 2, 4, & 5] Peer Editing of Essay #2

Week	Date	Readings & Assignments <i>BR=Blair Reader & QA=Quick Access Compact. Read before the class the reading is assigned for.</i>
4	Feb. 15 th Wed.	Essay #2 Due Read from the internet on Persuasive Argument: http://webquest.sdsu.edu/processguides/persuasive.html & Handout [SLO 5] Focus: “Does Social Networking Connect Us or Keep us Apart?” Read <i>BR</i> : “To Twitter or Not to Twitter?” by Robert W. Lucky, 244-5 [SLO’s 1, 2, 4, & 5] Read <i>BR</i> : “Does Social Networking Really Connect You to Humanity” by Dave Taylor, pp. 247-50 [SLO’s 1, 2, 4, & 5]
5	Feb. 20 th Mon.	Focus: Does Social Networking Connect Us or Keep Us Apart? Read <i>BR</i> : “Social Networking Across the Digital Divide Can Pay Dividends,” by Reid Goldsborough, pp. 250-2 Read <i>QA</i> : “Finding & Evaluating Published Sources,” pp. 345-58 [SLO’s 1, 2, 4, & 5] Essay #4 Assigned [SLO’s 1, 2, 4, & 5]
5	Feb. 22 nd Wed.	Library Class CT #2: Due: Topic Education & Gender [SLO’s 1, 2, 4, & 5]
6	Feb. 27 th Mon.	Focus: Who Has It Harder, Girls or Boys? Read <i>BR</i> : “Who Has It Harder, Boys or Girls?” “Men Are from Earth, and So Are Women: It’s Faulty Research that Sets Them Apart,” by Rosalind C. Barnett & Caryl Rivers, pp. 314-9 [SLO’s 1, 2, 4, & 5] [Toulmin SLO 5] Read <i>QA</i> : “What is the Toulmin model for Argument?” pp. 89-90
6	Feb. 29 th Wed.	Essay #3 In-Class Essay [SLO’s 1, 2, 4, & 5] Bring Large Blue Book & Dictionary
7	March 5 th Mon.	Focus: Who Has It Harder, Girls or Boys? Read <i>BR</i> : “What is the Triple Bind?” by Stephen Hinshaw, pp. 301-8 & “The War Against Boys,” by Christina Hoff Sommers, 309-13 [SLO’s 1, 2, 4, & 5] CT Report #2 Due: Topic Outsourcing [SLO’s 1, 2, 4, & 5]
7	March 7 th Wed.	Focus: Is Outsourcing Bad for America? Read <i>BR</i> : “Let Someone Else Do It: the Impulse Behind Everything Else,” by Cullen Murphy, pp. 445-7 CT #3 Due: Topic Outsourcing [SLO’s 1, 2, 4, & 5] Quiz #3 <i>Reminder: Rough Draft due for next class, 4 pages typed writing</i>

Week	Date	Readings & Assignments <i>BR=Blair Reader & QA=Quick Access Compact. Read before the class the reading is assigned for.</i>
8	March 12 th Mon.	Focus: Is Outsourcing Bad for America? Read <i>BR</i> : “Missed Target: Is Outsourcing Really so Bad” By Clay Risen, pp. 448-3 Peer Editing Essay #4 [SLO’s 1, 2, 4, & 5]
8	March 14 th Wed.	Focus: Is Outsourcing Bad for America? Read <i>BR</i> : “Fair Exchange: Who Benefits from Outsourcing?” by Albino Barrera, pp. 454-9 [SLO’s 1, 2, 4, & 5] Essay #4 Due [SLO’s 1, 2, 4, & 5] Review for Quiz on Readings, etc
9	March 19 th Mon.	Essay #6 Assigned Focus: Is Outsourcing Bad for America? Read <i>BR</i> : “Don’t Blame Wal-Mart,” by Robert B. Reich, pp. 432-4 [SLO’s 1, 2, 4, & 5] Quiz Read <i>QA</i> : “What part does the audience play?” pp. 90-1 [SLO 5] CT #4 Due Topic Outsourcing [SLO’s 1, 2, 3, 4, & 5] Quiz #4
9	March 21 st Wed.	No Class. Use day to research Essay #6
	March 26 th to March 30 th	Spring Break
10	April 2 nd Mon.	In-Class Essay #5 Bring Large Blue Book & Dictionary CT #5 Due Topic Outsourcing [SLO’s 1, 2, 4, & 5]
10	April 4 th Wed.	Focus: How Can We Create a More Sustainable Planet? Read <i>BR</i> : “The Challenge of Environmentalism,” by Bill McKibben, pp. 500-3 “Green, Greener, Greenest,” by Kate Zernike, pp. 503-7 [SLO’s 1, 2, 3, 4, & 5] Quiz #5
11	April 9 th Mon.	Peer Editing Essay#6 [SLO’s 1, 2, 3, 4, & 5] Focus: How Can We Create a More Sustainable Planet? Read <i>BR</i> : “Why Bother?” by Michael Pollan, pp. 508-14 [SLO’s 1, 2, 4, & 5]

Week	Date	Readings & Assignments <i>BR=Blair Reader & QA=Quick Access Compact. Read before the class the reading is assigned for.</i>
11	April 11 th Wed.	Essay #6 Due Focus: Is There Intelligent Design in Nature? Read <i>BR</i> : “”Finding Design in Nature,” by Christoph Schonborn, pp. 569-71 [SLO’s 1, 2, 4, & 5] Read <i>QA</i> : “Sentence Variety & Style” pp. 119-29 [SLO 1]
12	April 16 th Mon.	Focus: Is There Intelligent Design in Nature? Read <i>BR</i> : “Why Intelligent Design Isn’t,” by H. Allen Orr, pp. 571-81 [SLO’s 1, 2, 4, & 5] Read <i>QA</i> : “Parallelism,” pp. 130-4 [SLO 1]
12	April 18 th Wed.	Focus: Is There Intelligent Design in Nature? Read <i>BR</i> : “Finding Darwin’s God,” by Kenneth R. Miller, pp. 581-91 [SLO’s 1, 2, 4, & 5] Read <i>QA</i> : Conciseness,” pp. 134-9 [SLO 1] Quiz #6
13	April 23 rd Mon.	Focus: Is There Intelligent Design in Nature? Read <i>BR</i> : “Our Faith in Science,” by Tenzin Gyatso, Dalai Lama XIV, pp. 527-9 [SLO’s 1, 2, & 5] Read <i>QA</i> : “Pronoun Case & Reference,” pp. 201-13 [SLO 1] Read <i>QA</i> : “Sentence Fragments,” pp. 235-41 [SLO 1] CT #6 Topic Nathaniel Hawthorne [SLO’s 1, 2, 4, & 5]
13	April 25 th Wed.	Essay # 7 In-Class Essay [SLO’s 1 & 5] Bring Large Blue Book & Dictionary
14	April 30 th Mon.	<i>The Scarlet Letter</i> , by Nathaniel Hawthorne, pp. 33-73 Introduction to Fiction Assignment of Groups Read <i>QA</i> : “Misplaced and Dangling Modifiers,” pp. 241-52 [SLO 1] CT#7 Topic The Scarlet Letter [SLO’s 1, 2, 4, & 5]
14	May 2 nd Wed.	<i>The Scarlet Letter</i> , by Nathaniel Hawthorne, pp. 74-109 [SLO 3] Time for Group Meetings Read <i>QA</i> : “Coma Splices and Run-On Sentences,” pp. 241-9 [SLO 1] Quiz #7
15	May 7 th Mon.	<i>The Scarlet Letter</i> , by Nathaniel Hawthorne, pp. 109-154 [SLO 3] Time for Group Meetings Read <i>QA</i> : “Pronoun Case & Reference,” pp. 201-13 [SLO 1]

Week	Date	Readings & Assignments <i>BR=Blair Reader & QA=Quick Access Compact. Read before the class the reading is assigned for.</i>
15	May 9 th Wed.	<i>The Scarlet Letter</i> , by Nathaniel Hawthorne, pp. 154-80 [SLO 3] Prep for Final [SLO's 1 & 5] Quiz #8
15	May 12 th Sat.	Final Exam [SLO's 1, 4 & 5]
16	May 14 th Mon.	Essay #8 Due , Final Class, Presentations on <i>The Scarlet Letter</i> [SLO 1, 2, & 5]