

**San José State University**  
**English 1A: Composition I**  
**Section 63**  
**Fall 2013**

<b>Instructor:</b>	Avantika Rohatgi
<b>Office Location:</b>	Faculty Offices Building, Room 107
<b>Telephone:</b>	(408) 924-4488
<b>Email:</b>	Avantika.Rohatgi@sjsu.edu avrohatgi@gmail.com
<b>Office Hours:</b>	MW 12 noon – 1 p.m.; T 2:00 – 2:50 p.m. and by appointment
<b>Class Time and Location:</b>	TR 3:00 – 4:15 p.m., Clark Building 216
<b>Prerequisites:</b>	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT
<b>GE Category:</b>	Written Communication A2

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, and links may be found on Canvas. Use your SJSU One ID and password to log onto your canvas account at <https://sjsu.instructure.com>. You may also be contacted through your email account. You are responsible for ensuring that your email account on record at SJSU is current and for regularly checking your email and Canvas accounts for updates to class assignments. The best way to keep up to date is to come to class.

**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.

**English 1A Course Objectives / Goals**

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).

**Section Description:** The class is the first course in the two-semester lower-division composition sequence and provides students intensive practice in developing college-level reading abilities and rhetorical sophistication in different writing styles. Through reading and writing about socially engaging issues such as poverty, gay marriage, racial injustice, education, and environmental crises, the course seeks to provide a supportive context for students to grow as writers by discovering their “personal voice” on the one hand and to communicate their understanding and opinions to the readers using the more formal attitudes and demands of academic writing on the other.

### **English 1A Student Learning Outcomes (G.E. Area C2)**

- SLO1: 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).
- SLO2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.
- SLO3: 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.
- SLO4: Students shall write complete essays that demonstrate the ability to write for different audiences.

### **English 1A Content Objectives**

The following Content Objectives are specific to Area C2:

- Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing.
- The number of writing assignments and their careful sequencing are as important as the total number of words written. Eight to ten essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments.
- Although the majority of papers will be written outside of class, at least three essays shall be written in class.
- Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing. Comments shall encourage and acknowledge student success as well as note problems and suggest ways to improve.

- Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and special audiences.

### **Course Content**

- **Writing:** Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. At least eight essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required. This minimum requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments. However, it can include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not a simple “correcting” of mechanical errors noted on the original. At least three (but no more than four) essays shall be written in class.

**All eight essays must be completed to pass the course.** Three out of these eight essays shall be written in class in blue books. The first will be a diagnostic essay. Out-of-class essays must be typed, double-spaced, and follow MLA format (12 pt. font, one-inch margins on all sides) and be titled, page-numbered, and stapled. Electronic submissions are not permitted.

- **Reading:** Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences.
- **Research:** English 1A may initiate students in the use of the library, but library research is not a required element of the course.
- **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.
- **Tutoring:** Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center. Refer to the *Tutoring* section under *University Policies* of the greensheet for more information.
- **Course Materials:** A dictionary, a rhetoric, and a handbook and an anthology that contains analytical, critical, and argumentative essays are appropriate materials to require of students.

### **The University Final Exam**

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 exam holistically under controlled conditions. The departmental final exam for all English 1A students will be held on Saturday December 7, 2013 from 8:00 A.M. to 10:00 A.M. (the specific location will be announced at a later date). **This exam is mandatory, and you must complete it in order to pass the course.**

- **Grading:** A-F. This class must be passed with a C or higher to move on to English 1B (C- is not acceptable for 1B). A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

### Required Texts

- Lunsford, Andrea. *The Everyday Writer with Exercises* (with 2009 MLA & 2010 APA Updates). 5<sup>th</sup> Edition. Bedford/St. Martins, 2013.\*  
ISBN-13: 978-1-4576-6712-1
- Kirsznner, Laurie, and Stephen Mandell. *Patterns for College Writing*. 12<sup>th</sup> Edition. Bedford/St. Martins, 2011.  
ISBN-13: 978-0-3126-7684-1
- A college-level dictionary
- Internet access and an e-mail address for updates.
- 8 ½” x 11” notebook for taking notes and writing in-class essays and quizzes
- 4-8 large Green books for in-class essays
- Yellow books for the final exam
- Blue or black ink pens for writing exams

\*This will be your handbook throughout your college career at SJSU.

You will receive this handbook in e-format from SJSU. A print copy may be purchased in the bookstore

### Classroom Protocol

#### *Class Participation*

1. **All reading must be completed by the beginning of each class period.** Please come prepared with questions and ideas on the reading assignments for each class.
2. Homework will be assigned each day in the form of readings, written responses to the readings, or grammar exercises. These are intended to give you extensive practice in writing.
3. Reading responses encourage you to engage actively with the text and to reinforce the symbiotic connection between reading and writing, and therefore, must be completed for each class meeting.
4. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade.
5. **Late papers will not be accepted. No faxed or e-mailed papers will be accepted.** Please hand in your assignments in class on the dates that they are due.
6. Homework assignments and quizzes cannot be made up.
7. In-class essays may be made up with an authentic medical excuse.
8. **Use of laptops (except for assigned activities), cell phones, and portable musical devices is strictly prohibited during class. Infractions will result in severe penalties.**
9. Please do not bring food to class. Covered drinks are acceptable.

### *Attendance*

Since discussion and participation is an important component of this course, students should attend class regularly. All in-class writing and contribution towards discussion will count towards your participation grade. Absences and/or tardiness may, therefore, affect your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered. To this purpose, please obtain names and e-mail addresses/phone numbers of at least three of your classmates.

### *Student Conferences*

Students are required to meet with the instructor for an individual conference at least once during the semester to discuss their writings and progress in the course. These conferences will be scheduled ahead of time. You are expected to see me often during the semester—not just when I mandate student conferences.

## Assignments and Grading Policy

**Reading:** English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class, and each reading will be accompanied by some form of writing. Most of the assigned essays will be based on these readings as well. It is therefore imperative that you complete each reading before class and bring your textbook and reading responses to every class meeting.

**Reports:** Each student will be required to submit one written, researched report on an author on the day he/she is being discussed in class. These will include five-minute presentations on writers of assigned selections. Students will also be expected to generate class discussion based on the reports/readings. **Missed reports cannot be made up.**

**Quizzes:** There will be quizzes and in-class writings to check for your understanding of the readings. **These must be taken in class and cannot be made up.**

**Reading Responses:** Reading responses will be collected periodically throughout the semester. These responses will be journal entries (half to one page) in which you record analysis, thoughts, opinions, questions, and personal reactions to the texts. These should **not** be summaries but demonstrate some interaction with the reading. Each entry should be dated, numbered, and brought to class every meeting. **Reading responses will not be accepted late.**

**Workshops:** Peer collaboration is an important component of the writing process and group workshops will be held periodically. **Missed workshops cannot be made-up.**

**Essays:** There are 8 required essays—four in-class, four out-of-class—and **you must complete all 8 essays in order to pass the course.** The first diagnostic essay is not counted in your course grade. Expect to produce a *minimum* of 8,000 words during the semester. This is a writing course; expect to write every week!

- **Formal Out-of-class essays:** These must be 4-5 pages long (at least 1200 words, aim for 1200-1500 words), typed, double-spaced, spelling and grammar checked. **No late formal essays will be accepted.**
- **In-class essays:** These must be 800-1000 words long and written in a blue book, available for purchase in the Spartan Bookstore or Robert's. You may use a print dictionary and a blue or black pen. Don't miss class on these days. **In-class essays cannot be made up unless you get *prior* permission from me, which I will give only in cases of emergency.**

<b>Grading:</b>	Three Formal Essays (SLO 1,2,3,4) – 3600 words	45%
	Three In-class Essays (SLO 1,2,3,4) – 2800 words	15%
	(Diagnostic not included) – 600 words	
	Participation, Author reports (SLO 2, 4)	10%
	Response journals, quizzes, and workshops (SLO 1,3) – 800 words	10%
	Final Exam (SLO 1,2,3,4)- 1000 words.	20%

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). 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. Grades issued will represent a full range of student performance (no extra credit offered) and will adhere to the following SJSU academic standards of assessment:

- The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.
- The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
- The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

### University Policies

#### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per 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, and clinical practicals. Other course structures will have equivalent work load expectations as described in the syllabus.

### **Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

### **Academic integrity**

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

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 Integrity Policy S07-2 requires approval of instructors.

### **SJSU Writing Center**

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



Facebook. (Note: You need to have a QR Reader to scan this code.)

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

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

[Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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

### **SJSU Peer Connections**

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 a 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 10th 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 at <http://peerconnections.sjsu.edu> for more information.

## ENGL 1A - Composition I, Section 63, Fall 2013 Course Schedule

All readings, assignments, essays, etc. are **DUE ON THE DAY LISTED**. SLO=Student Learning, Outcome, EW=*Everyday Writer*, PCW=*Patterns for College Writing*

**Please bring *The Everyday Writer* and *Patterns for College Writing* to class every day, along with your response journals.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	R Aug 22	Introduction, Syllabus review, Course overview <u>Homework</u> : Bring Green books, pens, and dictionary for diagnostic. Read <i>PCW</i> Part One: The Writing Process (pp. 11-96)
2	T Aug 27	<b>Essay #1 (In-class Diagnostic)</b> (SLO 1-4; 600 words) <u>Homework</u> : Read <i>PCW</i> Part Two: Narration (pp. 97-103). Read and write response journals on Cicero's <i>Only Daughter</i> (pp. 111-114) and Yackel's <i>My Mother Never Worked</i> (pp. 121-124).
	R Aug 29	Narration. Discuss Cicero and Yackel. Assign Essay #2 <u>Homework</u> : <i>EW</i> Exercises 21-1, 21-2, and 21-3 ( <i>EW</i> pp. 252-264). Read and respond to Gansberg's <i>Thirty-Eight Who Saw...</i> (pp. 127-130) and Orwell's <i>Shooting an Elephant</i> (pp. 133-139).
3	T Sept 3	<b>DUE: Essay #2</b> – 1200 words (SLO 1,2,3,4) Narration (continued). Discuss Gansberg and Orwell. <u>Homework</u> : Read <i>PCW</i> : Description (pp. 151-167). Read and respond to Lahiri's <i>Rice</i> (pp. 172-174) and Berne's <i>Ground Zero</i> (pp. 182-184).
	R Sept 5	Description. Discuss Lahiri and Berne. In-class group writing (SLO 1,4) <u>Homework</u> : Read and respond to White's <i>Once More to the Lake</i> (pp. 194-199) and Chopin's <i>The Storm</i> (pp. 202-206).
4	T Sept 10	Description (continued). Discuss White and Chopin. <u>Homework</u> : <i>EW</i> Exercises 23-3, 23-4, 23-5, 23-8, and 23-9 (pp. 266-272). Read <i>PCW</i> Exemplification (pp. 211-224). Read and respond to Cofer's <i>The Myth of the Latin Woman...</i> (pp. 232-237) and Rhode's <i>Why Looks...</i> (pp. 246-250).
	R Sept 12	Exemplification. Discuss Cofer and Rhode. In-class activity (SLO 1,4) <u>Homework</u> : Read and respond to Chafets's <i>Let Steroids into the Hall of Fame</i> (pp. 253-255) and Kincaid's <i>Girl</i> (pp. 258-259).
5	T Sept 17	Exemplification (continued). Discuss Chafet and Kincaid. <u>Homework</u> : Bring Green book, pen, and dictionary. <i>EW</i> Exercises 25-1, 25-2, 25-3 (pp. 289-294).
	R Sept 19	<b>Essay #3: In-class – Description/Illustration</b> – 800 words (SLO 1,2,3,4). <u>Homework</u> : Read <i>PCW</i> Process (pp. 263-270). Read and respond to Fish's <i>Getting Coffee</i> (pp. 286-287) and Miller's <i>Get It Right</i> (pp. 298-300).
6	T Sept 24	Process. Discuss Fish and Miller.

Week	Date	Topics, Readings, Assignments, Deadlines
		In-class group writing <u>Homework:</u> Read and respond to Mitford's <i>The Embalming of Mr. Jones</i> (pp. 303-308) and Jackson's <i>The Lottery</i> (pp. 311-317).
	R Sept 26	Process (continued). Discuss Mitford and Jackson. In-class group writing workshop (SLO 1,4) <u>Homework:</u> Read <i>PCW: Cause and Effect</i> (pp. 321-333). Read and respond to Cousins's <i>Who Killed Benny Perret</i> (pp. 339-341) and Hasselstrom's <i>A Peaceful Woman</i> (pp. 354-358).
7	T Oct 1	Cause and Effect. Discuss Cousins and Hasselstrom. <u>Homework:</u> Read and respond to Hogan's <i>Why Vampires Never Die</i> (pp. 361-363) and Mirikitani's <i>Suicide Note</i> (pp. 366-368).
	R Oct 3	Cause and Effect (continued). Discuss Hogan and Mirikitani. Assign Essay #4
8	T Oct 8	Midterm conferences
	R Oct 10	<b><u>DUE: Draft of Essay #4</u></b> Peer editing workshop (SLO 1,2,3,4) Midterm conferences (continued) <u>Homework:</u> Read <i>PCW Comparison and Contrast</i> (pp. 371-389). Read and respond to Mukherjee's <i>Two Ways to Belong in America</i> (pp. 404-407) and Chua's <i>Why Chinese Mothers are Superior</i> (pp. 410-414).
9	T Oct 15	Comparison and Contrast. Discuss Mukherjee and Chua. <u>Homework:</u> Read Tannen's <i>Sex, Lies, and Conversation</i> (pp. 423-427) and Brooks's <i>Sadi and Maud</i> (pp. 430-431).
	R Oct 17	<b><u>DUE: Essay #4 – Cause and Effect: Formal – 1200 words (SLO 1,2,3,4)</u></b> Comparison and Contrast (continued). Discuss Tannen and Brooks. <u>Homework:</u> Read <i>PCW Classification and Division</i> (pp. 435-446). Read and respond to Zinsser's <i>College Pressures</i> (pp. 450-456) and Tan's <i>Mother Tongue</i> (pp. 466-471).
10	T Oct 22	Classification and Division. Discuss Zinsser and Tan. <u>Homework:</u> Read and respond to Ericsson's <i>The Ways We Lie</i> (pp. 474-481) and Collins's <i>Aristotle</i> (pp. 484-486).
	R Oct 24	Classification and Division (continued). Discuss Ericsson and Collins. <u>Homework:</u> Read <i>PWC: Definition</i> (pp. 480-500). Read and respond to Brady's <i>I Want a Wife</i> (pp. 503-505) and Burciaga's <i>Tortillas</i> (pp. 507-509).
11	T Oct 29	Definition. Discuss Brady and Burciaga. <u>Homework:</u> Read and respond to Smith's <i>The Wife-Beater</i> (pp. 516-517) and Brown's <i>Love and Other Catastrophes</i> (pp. 520-521).
	R Oct 31	Definition (continued). Discuss Smith and Brown. <u>Homework:</u> Bring Green book, dictionary, and pen.

Week	Date	Topics, Readings, Assignments, Deadlines
12	T Nov 5	<b>Essay #5: In-class essay</b> 1000 words (SLO 1,2,3,4) <u>Homework:</u> Read <i>PWC: Argumentation</i> (pp. 525-550). Read and respond to Jefferson's <i>The Declaration of Independence</i> (pp. 553-556) and King, Jr.'s <i>Letter from Birmingham Jail</i> (pp. 566-578).
	R Nov 7	Argumentation. Discuss Jefferson and King, Jr. Assign Essay #6. <u>Homework:</u> Read and respond to Debate: <i>Are Internships Fair to Students?</i> (pp. 582-592). <i>EW Exercises</i> 41-1, 42-1, 42-2, 43-1 (pp. 417-426).
13	T Nov 12	Argumentation (continued). Discuss Debate. <u>Homework:</u> Prepare draft for Peer Review Workshop.
	R Nov 14	<b>Draft of Essay #6 due.</b> In-class Peer Review Workshop. (SLO 1,2,3,4)
14	T Nov 19	<b>Due: Essay #6: Formal – Argument –</b> 1200 words (SLO 1,2,3,4) <u>Homework:</u> <i>EW Exercises</i> 45-1, 45-2, 46-1, 46-2 (pp. 441-447). Read and respond to Ehrenreich's <i>The Shame Game</i> (pp. 680-684) and Swift's <i>A Modest Proposal</i> (pp. 692-701).
	R Nov 21	Combined Strategies. <u>Homework:</u> Bring Green book, pen and dictionary.
15	T Nov 26	<b>Essay #7: Practice Exam –</b> 1000 words (SLO 1,2,3,4)
	R Nov 28	Thanksgiving – No Classes
16	T Dec 3	Discuss Exam Strategies
	R Dec 5	Discuss Final Exam. Grammar review.
	Saturday, Dec 7	<b>FINAL EXAM (Essay #8) –</b> 1000 words (SLO 1,2,3,4) <b>8:00 – 10:00 AM Location TBA</b>

Note: There may be modifications / additions to the syllabus as warranted by the needs of the class and will be announced ahead of time.

### Important SJSU Dates Fall 2013

Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day - Campus Closed
Tuesday	September 3	Last Day to Drop Without Entry on Permanent Record
Tuesday	September 10	Last Day to Add Courses & Register Late
Wednesday	September 18	Enrollment Census Date
Monday	November 11	Veteran's Day - Campus Closed
Wednesday	November 27	Classes that start at 5:00 PM or later will not meet.
Thursday	November 28	Thanksgiving Holiday - Campus Closed
Friday	November 29	Rescheduled Holiday - Campus Closed
Monday	December 9	Last Day of Instruction - Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams)
Wednesday-Friday	December 11-13	Final Examinations (exams)
Monday-Tuesday	December 16-17	Final Examinations (exams)
Wednesday	December 18	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day