

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, 1<sup>st</sup> Year Writing, Sections 19, 79, 80 – Fall 2015**

<b>Instructor:</b>	Dr. Linda Landau
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<b>Office Hours:</b>	M/W 2:00-2:45pm, and additional times by appointment
<b>Class Days/Time:</b>	M/W 12:00-1:15 / 3:00-4:15 / 4:30-5:45
<b>Classroom:</b>	BBC 123 / Clark 305 / Clark 316
<b>Prerequisites:</b>	EPT placement or equivalent
<b>GE Category:</b>	Written Communication A2

### **MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. (Log on with your **SJSUOne** ID and password). You are responsible for regularly checking Canvas and your email for updates.

### **English 1A Course Description**

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

### **English 1A Course Objectives (CLOs)**

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

1. Communicate meaning clearly and effectively;
2. Identify focus, tailored to a particular audience and purpose;
3. Perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. Explain, analyze, develop, and criticize ideas effectively;
5. Use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. Organize individual paragraphs and entire essays;
7. Construct sentences with accuracy, variety, and clarity;
8. Use appropriate diction and tone;
9. Control conventions of written English (e.g., punctuation, spelling, reference, agreement).

## **GE Area A2 Course Description**

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

## **GE A2 Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

### **GELO 1: Students shall demonstrate the ability to read actively and rhetorically.**

**Activities:** Readings have been selected for their exemplary use of rhetorical strategies in their particular genres and for their ability to promote new ways of perceiving and thinking about the world. Their content and writing strategies will be analyzed in class, and they will function as prompts for critical thinking, class discussion, and your writing. To develop the skill of critical reading, we will perform in-depth readings of complex texts written in different genres for academic, general, and specific audiences. Activities include 1) marking up texts with notations about purpose, audience, main ideas, thesis statement; 2) analyzing strategic language and structures; 3) identifying the author's expertise and evaluating the source's reliability.

**Assessment:** Students will read and mark up a short article as homework. In class, students will respond to questions that analyze the rhetorical situation of the reading, i.e. the author as authority, the intended audience, the article's purpose, and main idea.

### **GELO 2: Students shall demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance.**

**Activities:** Each writing assignment will follow a developmental process: brainstorming individually and in groups, listing ideas, outlining, writing drafts, workshopping, peer reviewing, revising, editing, and proofreading. Each major writing assignment will build on the previous writing assignment, using it as an edited and revised draft to be integrated into an increasingly more complex compositional organization of a growing body of analyzed information.

**Assessment:** Students write an essay reflecting on their progress as writers. The essay analyzes the student's critical thinking and writing strategies during the progressive stages of developing an essay, and uses as evidence examples from the student's writing portfolio.

### **GELO 3: Students shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.**

**Activities:** Class discussion, readings, writing workshops focused on fundamentals of rhetoric.

**Assessment:** Students will write a community profile for a specific audience, a rhetorical analysis of an article, a film review of two different kinds of documentaries analyzing the different historical contexts and the rhetorical situation of their production for different audiences, and present an idea to the class while using rhetorical strategies such as appeals to logic (reason, evidence), ethos (character of the audience, the writer, and the sources used), and pathos (justifiable concern).

**GELO 4: Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.**

**Activities:** Students will read various genres from informative online news reports to academic articles retrieved from the university database, argumentative social commentaries, such as Malcolm Gladwell's *Outliers*, and a Supreme Court decision. Students will research information using effective strategies, evaluate source reliability, analyze and compare information from different sources, and use this information and rhetorical strategies to write essays.

**Assessment:** Students will write a letter response to the justices, or an editor, analyzing and arguing the definition of a specific term or concept used, as well as a comparison review of two different kinds of documentaries, a persuasive cultural analysis, and a multimodal presentation, all requiring analysis of assigned readings and viewings as well as research about the topic.

**GELO 5: Students shall demonstrate college-level language use, clarity, and grammatical proficiency in writing.**

**Activities:** Vocabulary, sentence structure, and grammar workshops during the editing stages of each essay. Exercises on Bedford website electronic handbook *Everyday Writer* and Learning Curve.

**Assessment:** All essays are assessed on appropriate academic-level word choice, clarity, correct sentence structure, and grammar.

## English 1A Course Content

**Diversity:** Students will engage in integrated reading and writing assignments to construct their own meaningful arguments on complex issues that generate public debate. SJSU studies include an emphasis on diversity. Reading and writing assignments address issues of race, class, ethnicity, and gender, and readings for the course will include writers from a variety of backgrounds. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects are conducted in a manner befitting an academic setting.

**Reading:** English 1A is a reading intensive course. Your Course Book provides weekly readings accompanied by critical thinking and writing assignments. You will also read selected chapters in *Outliers* by Malcolm Gladwell, and may be required to read and analyze additional articles.

**Essay writing:** Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form; a revision is rethinking or reworking an assignment rather than simply correcting grammatical or structural errors. Because in-class writing is valued and performing well in timed writing situations is a key to success, at least two essays will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays, and each of these will give you practice writing in genres you will use throughout your studies at SJSU as well as in your future jobs, including profiles, problem papers, argumentative responses, analyses, reviews, and power point demonstrations.

**Late Papers and Missed In-class Essays:** Late essays drop 2 pts for every day they are late, which could cost you up to 10% of your total points and lower your grade one level. If you miss an in-class essay and have a valid excuse (e.g. documented illness, religious holiday), you will be allowed to take a make-up essay during my office hours on condition you notify me *before* or *within 24 hours after* the in-class essay date.

**Participation and Collaboration:** Sharing ideas, asking questions, and providing valuable peer review feedback are vital activities for developing critical thinking and academic writing skills. Whereas attendance is not graded, active participation makes up about 20% of your total grade. Out-of-class essays are presented for peer review before submitting them for a grade, so your draft must be ready at the beginning of the peer review workshop, or you will lose 10% of your final version grade. Some work will be collaborative, and some graded work will be oral. If you cannot attend a workshop or submit work to your team, it is your responsibility to notify your team members (not me) and make arrangements to exchange papers outside of class.

**Grammar:** You are expected to submit essays that are free of grammatical errors and written in sophisticated academic language. You are responsible for completing all assigned interactive *Learning Curve* exercises at Writer's Help. In addition to classroom lessons, you may be assigned individual exercises in *Everyday Writer* to resolve persistent grammar problems noted in your essays. You may also be required to visit the Writing Center.

**Final Paper—Reflective Self-assessment:** Writing is a *process* and a learning experience. Instead of a final exam, you will write a critical reflection analyzing your progress as a thinker, reader, speaker, and writer in this class. Think of this self-assessment as a scientific study of your progress, which refers to essays written and revised as well as other activities during the semester as support for your thesis. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and weaknesses, and your goals for the future.

**Final Class Experience:** We will meet at our designated final date and time during finals week, at which time we will have a graded panel discussion on a class selected topic.

## Required Textbooks and Materials

- Course Booklet** (readings, prompts, exercises) available at Maple Press, 10<sup>th</sup> Street
- Lunsford, Andrea. *The Everyday Writer with Exercises (with 2009 MLA & 2010 APA Updates)*. 5th Edition. Bedford/St. Martins, 2013.  
**SJSU will provide you with the e-handbook**, which will serve you through 100w at SJSU. You will be provided with the URL and instructions for registering at the *Writers Help 2.0* website. If you have questions or problems logging on to the website, contact Bedford/St. Martin's Technical Support: <http://www.macmillanhighered.com/getsupport> or call 1.800.936.6899  
Online form: <http://support.bfwpub.com/supportform/form.php>  
A print edition ISBN: 978-1-4576-6712-1 may be purchased at the Spartan Bookstore.
- Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Penguin Group, 2009. Selected chapters. See canvas.
- A college level **dictionary**—print or online. Bring to class every session.
- 8 ½"x 11" notebook for taking notes and writing in-class essays and quizzes
- Blue or black ink pens for writing exams, and a portfolio folder

## English 1A Course Requirements and Assignments

**Credit hours:** As per [University Policy S12-3](#), SJSU classes are designed with the expectation that to succeed students must spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means 9 hours per week for this course preparing for class, participating in classroom instruction and course activities, and completing assignments.

**The course is project and process based with collaboration playing a significant role:**

All assignments address 5 core competencies required of SJSU students: written and oral communication, qualitative reasoning, information literacy, and critical thinking. All English 1A GELOs and CLOs – control, focus, development, organization, support, and language usage – overlap. Assignments are designed to address as many of these GELOS and CLOs as possible, and multiple relevant GELOs and CLOs are assessed when evaluating assignments.

A bolded GELO number followed by \* signifies that this assignment may be used for a GELO assessment report. Bolded word count numbers indicate previously evaluated revised work.

ESSAYS	Essay Type	Word Count	Total Pts	% of Grade	GELO	CLO
<b>Profile Essay</b>	Description/Evaluation	350 <b>750</b>	4	10	1-5	1-4, 6-9
<b>In-class Essay</b>	Critical reading	500	2	5	<b>1*-5</b>	1-4, 6-9
<b>Environment Paragraph</b>	TEA—paragraph development	300 <b>300</b>	2	5	1-5	1-4, 6-9
<b>Response to SCOTUS</b>	Definition / Argument	500 <b>750</b>	4	10	1-3, <b>4*5</b>	1-9
<b>Rhetorical Analysis of “Memories”</b>	Rhetorical Analysis / Evaluation	750 <b>750</b>	4	10	1-5	1-4, 6-9
<b>In-class Essay</b>	Cultural Analysis Argument	750 <b>750</b>	4	10	1-5	1-9
<b>Film Review-- Comparison</b>	Argument / Analysis / Evaluation	1,000 <b>1,250</b>	4	10	1-3* <b>4*5</b>	1-9
<b>Multimodal Presentation</b>	Cultural Analysis / Argument	<b>1,000</b>	4	10	1-5	1-9
<b>Reflection on Writing Process</b>	Reflective Analysis	1,000	4	10	<b>2*5*</b>	1-9
<b>Participation:</b> demonstrating prior reading and critical thinking – Course Book exercises Grammar exercises (LC) Team Work, Peer Review Final Panel Discussion			8	20		
<b>TOTAL</b>		<b>8,000+</b>	<b>40</b>	<b>100%</b>		

## Grading Policy

**Grading: A-F. This class must be passed with a C or better** to move on to CORE GE Area A3 and to satisfy the prerequisite for English1B or English 2. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

**Your final class grade will be determined according to the following criteria:**

**A (4.0-3.4)** = Exceptional communication skills; excellent preparation for class discussion; exemplary mastery of course readings and concepts; intellectual curiosity; enthusiasm and initiative during group activities with insightful contributions to class and team discussions.

**B (3.3-2.7)** = Good communication skills; solid preparation for class discussion; interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities, consistently volunteering in class and on team.

**C (2.6-2.3)** = Satisfactory communication skills; fair preparation for class discussion; competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities, only occasionally volunteering in class and on team.

**C-/D (2.2-1.2)** = Limited communication skills, uneven preparation for class, demonstrated indifference or irritation when prompted and seldom volunteering; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework. **C- is NOT a passing grade.**

**F (1.1-0)** = Weak communication skills; little to no preparation for class; little evidence of reading assignments; doesn't respond when prompted and never volunteers; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to team.

## Essay Grading Criteria

An "A" Essay

1. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated ideas that are the result of critical thinking. Creates appropriate college level, academic tone.
2. Is an act of communication that invites dialogue with intended audience.
3. Has a title, introduction that creates a mental image, clear thesis appropriately placed, topic sentences, developed body paragraphs, transitions, and a conclusion that together convey the essay's message in an organized, concise, and lucid manner.
4. Uses relevant examples that advance the argument. Makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.
5. Analyzes concepts fluently and synthesizes ideas creatively.
6. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper, and follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
7. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.

8. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety.
9. Is free of grammatical, mechanical, and usage errors. Has correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
10. Meets the requirements of length and scope without wordiness, and when applicable, is submitted on time with appropriate pre-writing materials (prewrites, outline, first drafts).

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays with citations but without a works cited at the end will be returned unread with a grade of NC (no credit).

Failure to submit assignments usually results in a D or F in the course.

### Essay Format and Submission Policy

**In-class essays** are written in clear handwriting in **blue or black ink** on 8 ½ x11 inch lined paper.

**Out-of-class essays** must be **typed, double-spaced, in 12 point font, with 1 inch margins** on all sides, printed on one side of the paper only.

#### Your final version essay is submitted

1. **In print at the beginning of class** (papers submitted after class begins lose 2 pts)
  - a. Rubric on top, if assigned
  - b. Final draft with works cited list at end of essay (if applicable)
  - c. Peer reviewed draft (with reviewers' names and comments)
  - d. Reflection answer on the writing process
2. **Online to Canvas**, where it will be sent to turniton.com.
3. **Essays are NOT considered submitted till these 2 steps have been completed.** You will lose 2 points for every day this process remains incomplete.

**The first page of your essay should be formatted according to MLA guidelines as follows:**

Your name Prof. Landau English 1A-19, 79, 80 (one only) Date Above info <b>first page only</b> (single spaced)	<del>Last name 1</del>  <b>Number your pages, beginning with page 2.</b> To set up page numbers, go to INSERT, select PAGE NUMBER, Top of Page, #3. A new bar will appear. Select DESIGN, check Different First Page.
Title	
<p>Begin paragraphs with an indent using either TAB or automatic indent (right click <i>Paragraph</i>, select <i>Indent</i> in <i>Special</i> window). Do not skip a line between paragraphs, so if your default is set to <i>6 pt After</i>, go to PAGE LAYOUT, and under <i>Spacing</i>, select <i>0 pt After</i> for entire document.</p> <p>If you quote, paraphrase, or summarize another work, your essay must conform to MLA citation guidelines, including a Works Cited at the end (see your handbook). For Works Cited, selecting <i>Hanging</i> indent in the <i>Special</i> window.</p>	

## University Policy

### Classroom Protocol

**Electronic equipment:** Smart phones, laptops, tablets may be used during class for online dictionary use and *Everyday Writer* only. Using electronic equipment for texting and other personal entertainment is rude to everyone in the classroom and constitutes non-participation. You will be asked the first time to put it away, and the second time to leave the classroom.

**Tardiness:** If you are not *in* class, you can't participate, and thus can't learn. Arriving late disturbs the class and results in your missing important discussion and activities. Students who are late will lose participation points.

**Food and drinks**, with the exception of bottled water, are NOT allowed in the classroom.

**Accessible Education Center and Campus Policy in Compliance with 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. Students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. [Presidential Directive 97-03](#)

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

- As per university policy [University Policy S12-7](#), you do NOT have my permission to audio or video record any of our class sessions.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent." This includes the course book and PDFs.

### 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](#) 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: [Student Conduct and Ethical Development website](#).
- To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school *without* the former instructor's and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings.

### General Expectations, Rights, and Responsibilities of the Student

"As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](#). More detailed information on a variety of related topics is available in the [SJSU catalog](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step." **Please see me about all concerns you might have regarding this class, drop me a note, or send an email.**

## 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 <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan on Facebook.

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

## SJSU Peer Connections

**Peer Connections**, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. 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. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

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

## SJSU Counseling Services

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

## SJSU Student Health Center

The SJSU Student Health Center, located in the new Health Building, offers appointments for injuries, illness and health exams, screening for urgent concerns, including lab tests and x-rays, prescriptions, immunizations, nutrition counseling, and more. The SJSU Health Fee entitles students (insured or not) to receive most services at no cost. For appointments, call (408) 924-6122. For after-hours Advice Nurse Line, call (866) 935-6347. For more information, visit <http://www.sjsu.edu/studenthealth>.

## English 1A M/W–Fall 2015 Course Schedule

This schedule will change as needed. You will be notified of changes in class and by email.

**Assignments are due on the date they appear on the schedule.**

**CB=Course Book / EW=Everyday Writer / LC=Learning Curve / WS=Peer Review Workshop**

Week	Date	Topics, <b>Reading &amp; Critical Thinking Exercises, Resources, Exam/Essay due</b>
1	M 8/24 W 8/26	Course Overview: Syllabus, <b>CourseBook 3-4</b> , Canvas, Learning Curve <b>CB 5-7 EW1,2, 4a-b</b> The Writing Process, Language and Meaning <b>Diagnostic</b>
2	M 8/31 W 9/2	<b>CB 8-12 EW 5,12,27</b> Rhetorical Situation and Critical Reading: 3 Profiles <b>CB 13-15 EW6-7</b> Planning, Outlining ( <b>7e</b> ), Drafting – Changemaker Bio <b>Prompt</b> Triangle Fire: <a href="http://www.upworthy.com/over-100-years-ago-146-young-women-working-in-a-factory-never-came-home-it-changed-our-country?c=ufb1">http://www.upworthy.com/over-100-years-ago-146-young-women-working-in-a-factory-never-came-home-it-changed-our-country?c=ufb1</a> <b>LC: Parallelism In-class pre-writing</b>
3	M 9/7 W 9/9	<b>LABOR DAY—no classes</b> <b>CB 16-21 EW8,26,30</b> Developing Academic Paragraphs—TEA <b>Profile due</b> <a href="http://www.takepart.com/article/2014/06/10/how-california-can-beat-drought">http://www.takepart.com/article/2014/06/10/how-california-can-beat-drought</a> <b>LC: Fused Sentences and Comma Splices</b>
4	M 9/14  W 9/16	<b>CB 22 EW3,10</b> Environmental problem paragraph due for Peer Review Collaborative Analysis— <b>CB 22 due on canvas/team</b> <a href="http://www.globalpost.com/dispatch/news/culture-lifestyle/140325/street-art-politicians-discussing-global-warming">http://www.globalpost.com/dispatch/news/culture-lifestyle/140325/street-art-politicians-discussing-global-warming</a> <a href="http://www.phaidon.com/agenda/art/articles/2012/january/05/lets-hear-it-for-the-little-guy/">http://www.phaidon.com/agenda/art/articles/2012/january/05/lets-hear-it-for-the-little-guy/</a> <b>CB 23-30 EW20-24</b> Language--Meaning and Purpose: Defining Terms <a href="http://www.youtube.com/watch?v=cVuxezOhFlg">http://www.youtube.com/watch?v=cVuxezOhFlg</a> <a href="http://www.upworthy.com/the-biggest-problems-of-our-times-all-come-down-to-this-word-that-starts-with-e?c=upw1">http://www.upworthy.com/the-biggest-problems-of-our-times-all-come-down-to-this-word-that-starts-with-e?c=upw1</a> <b>LC: Subject/Verb Agreement Environmental Problem Paragraph due</b>
5	M 9/21 W 9/23	<b>CB 31-36 EW8e,9,29</b> Introductions, Conclusions, Transitions—Being Concise <b>CB 36</b> “Why it Pays to Be a Jerk” <b>CB 36 on canvas/team</b> <b>LC: Commas &amp; Sentence Fragments</b>
6	M 9/28 W 9/30	<b>CB 37-46 EW13-14</b> Rhetorical Strategies—Declaration of Independence, SCOTUS Decision on Gay Marriage <b>Argumentative Response prompt</b> <b>CB 47-49 EW 16a,b,d-18, esp. 18b</b> Integrating, Evaluating, Citing Sources <b>LC: Pronouns</b>
7	M 10/5 W 10/7	<b>CB 50 EW11, 26, 28</b> Review, Revise, Edit— <b>Response definition due for WS</b> <b>CB 51-54</b> Cultural Analysis, Analogy—“Memories” <b>Rhetorical Analysis prompt</b> <b>LC: Voice/Tense Shifts Split focus Response due</b>

Week	Date	Topics, Reading & Critical Thinking Exercises, Resources, Exam/Essay due
8	M 10/12 W 10/14	<b>Rhetorical Analysis due</b> <b>CB 55-59</b> Cultural Analysis and Film Reviews— “Pixar’s Mood Master,” <i>Inside Out</i> , and <i>Reason &amp; Emotion</i> : <a href="http://www.bing.com/videos/search?q=reason+and+emotion+disney&amp;FORM=VIRE1#view=detail&amp;mid=BE1E36D60C7784129FB4BE1E36D60C7784129FB4">http://www.bing.com/videos/search?q=reason+and+emotion+disney&amp;FORM=VIRE1#view=detail&amp;mid=BE1E36D60C7784129FB4BE1E36D60C7784129FB4</a> <b>LC: Active/Passive Voice</b>
9	M 10/19 W 10/21	<b>CB 60</b> Review prompt <i>Inequality for All</i> and <i>The Men Who Built America</i> <b>CB 61-63</b> FDRs Four Freedoms, Parody <b>LC: Verbs + Affect vs. Effect</b>
10	M 10/26 W 10/28	<b>CB 64-66</b> GI Bill Controversy, Demand-Side Economics <b>Cultural Analysis prompt</b> <b>CB 69-73</b> “This One Tweet” and “You-get-what-you’re-worth—Toxic Myth” Power point from KQED on <b>minimum wage</b> and Federal vs. State roles in raising it. <a href="http://www.upworthy.com/25-really-engaging-images-about-minimum-wage-5?c=recon1">http://www.upworthy.com/25-really-engaging-images-about-minimum-wage-5?c=recon1</a> When companies don't pay employees enough, the tax payer takes up the slack: <a href="http://www.upworthy.com/theres-no-way-im-ever-shopping-at-walmart-again-unless-this-gets-fixed-now-right-now?c=upw1">http://www.upworthy.com/theres-no-way-im-ever-shopping-at-walmart-again-unless-this-gets-fixed-now-right-now?c=upw1</a> Animated chart of the 1% compared to everyone else (2009) <a href="http://www.upworthy.com/9-out-of-10-americans-are-completely-wrong-about-this-mind-blowing-fact-2?c=recon1">http://www.upworthy.com/9-out-of-10-americans-are-completely-wrong-about-this-mind-blowing-fact-2?c=recon1</a> <b>LC: Capitalization</b>
11	M 11/2 W 11/4	<b>In-class Essay</b> <b>Review: draft &amp; outline due for WS</b> Wealth disparity & the 1% - Bill Moyers and Paul Krugman on Thomas Picketty's <i>Capital in 21st Century</i> : <a href="http://www.upworthy.com/what-the-1-dont-want-you-to-know?c=upw1">http://www.upworthy.com/what-the-1-dont-want-you-to-know?c=upw1</a> Lawrence Lessig on voting: <a href="http://www.upworthy.com/all-it-took-was-a-laptop-and-markers-to-silence-the-crowd-and-what-he-said-made-them-furious?c=upw1">http://www.upworthy.com/all-it-took-was-a-laptop-and-markers-to-silence-the-crowd-and-what-he-said-made-them-furious?c=upw1</a>
12	M 11/9 W 11/11	<b>CB 72-73</b> “Live Free and Starve” <b>Review due</b> <b>Veteran’s Day</b> – no class
13	M 11/16 W 11/18	Modern Day Slavery <b>Outliers</b> Panel discussion <b>LC: Apostrophes</b>
14	M 11/23 W 11/25	<b>Workshop</b> <b>Workshop → Thanksgiving Holiday 11/26-27</b>
15	M 11/30 W 12/2	<b>PowerPoint Presentations</b> <b>Power Point Presentations</b>
16	M 12/7	<b>Power Point Presentation</b> Final Topic Selection
1A-19	TH 12/10	9:45am - 12:00pm <b>FINAL</b>
1A-79	F 12/11	12:15pm - 2:30pm
1A-80	TH 12/10	2:45pm - 5:00pm

## SJSU Dates Fall 2015

TH	Aug. 20	First Day of Instruction – Classes Begin
T	<b>Sept. 1</b>	<b>Last Day to Drop Courses</b> without entry on permanent record
M	Sept. 7	Labor Day - Campus Closed (L)
W	<b>Sept. 9</b>	<b>Last Day to Add Courses &amp; Register Late (A)</b>
TH	Sept. 17	Enrollment Census Date (CD)
W	Nov. 11	Veteran's Day - Campus Closed (V)
W	Nov. 25	Classes 5:00 PM or later will not meet
TH-F	Nov. 26-27	Thanksgiving Holiday - Campus Closed (T)
T	Dec. 8	Last Day of Instruction - Last Day of Classes
W	Dec. 9	Study/Conference Day (no classes or exams) (SC)
TH-F	Dec.10-11	Final Examinations (exams)
M-W	Dec.14-16	Final Examinations (exams)
TH	Dec.17	Final Examinations Make-Up Day (MU)
M	Dec. 21	Grades Due From Faculty - End of Fall Semester (G)
	Dec.22- Jan.26	WINTER RECESS

### English Department Events Fall 2015

Check <http://www.litart.org> for details about readings, book signings, and interviews with new and well-known writers. See SJSU Calendar for other exciting events on campus.

### Accommodation to Students' Religious Holidays

San José State University provides accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor in writing about such holidays before the add deadline at the start of the semester [University Policy S14-7](#).

### Online Information

Students are responsible for

- Reading about course guidelines and academic policies at [Catalog Policies](#) and <http://www.sjsu.edu/english/comp/policy/index.html>
- Understanding the policies and procedures about add/drop, grade forgiveness, etc. at the current semester's [Catalog Policies](#) and [Late Drop Policy](#)
- Checking on the latest changes and news at the [Advising Hub](#).