

San José State University
Humanities & Arts / Dept. of English
ENGL 1A: First-Year Writing, Section 49, Fall 2015

Course and Contact Information

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Office Hours:	Tuesdays and Thursdays 12:00 – 1:00
Class Days/Time:	Tuesdays and Thursdays 10:30 – 11:45
Classroom:	BBC 122
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE A2 Written Communication

ENGL 1A Course Description

General Course Description

Welcome to English 1. It is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1 you will practice these skills by writing for various audiences and rhetorical situations. You will learn to communicate meaning clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. This course is demanding, and I will expect a great deal of work from all of you; however, I am here to help you learn, and I hope you come away from this course with an increased appreciation for writing.

Section-Specific Course Description:

Global Citizenship, Sustainability, and Creativity

How can we live with each other and the world? How can we have a sense of belonging to a world community? These questions will be explored on an extensive basis in this course as we explore the themes of global citizenship, sustainability, and creativity. Global engagement is helping people identify themselves as global citizens and this is happening because of modern information, communication, and transportation technologies. We are able to connect to the rest of the world through the internet; through participation in the global economy; through the environment and climate changes and how they affect us; through the empathy we feel when we hear and see the occurrence of humanitarian disasters and wars in other countries; or through the ease with which we travel and visit other parts of the world. All this helps us into becoming better global citizens. We are not losing our identities or abandoning our roots, but rather, we are becoming more responsible and joining the members of a world-wide community of people who share the same concerns and values. These

include human rights, religious pluralism, gender equity, environmental protection, sustainable worldwide economic growth, poverty alleviation, prevention and cessation of conflicts between countries, humanitarian assistance, and preservation of cultural identity. Our focus in this English 1-A course will be to address some of these issues creatively and sustainably with the idea that we as Americans can contribute to the betterment of our world by becoming global citizens.

ENGL 1A Learning Objectives (CLO)

Upon successful completion of the course, you 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 your own 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 A2 Course Description

ENGL 1A fulfills your written communication general education requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at 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 Objectives (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, you will be able to

1. demonstrate the ability to read actively and rhetorically.
2. 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.
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate.

Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: Writing assignments shall give students 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. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on global citizenship, sustainability, and creativity. All readings will include useful models of writing for academic, general, and specific audiences.

Final Exam: As part of your final experience in the course, you will be doing a group multimodal presentation. Projects will be related to the primary issues discussed in the course. You will also be required to take a separate in-class written final exam.

Required Texts/Readings

Textbooks

- Jerskey, Maria. *Globalization* (ISBN 978-0-19-994752-2)
- Weisser, Christian R. *Sustainability* (ISBN 978-1-4576-3431-4)
- SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford (Fifth Edition) (ISBN 9781457667121) Electronic Edition: ISBN 9781457633423 or Bedford /St. Martin’s online (<http://bcs.bedfordstmartins.com?everydaywriter5e>)
- A college level dictionary like OED

Other Readings

- Seraji, Mahbod. *Rooftops of Tehran* (ISBN 978-0-451-22681-5)

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic Essay	500	1-3,5	1-9
Out-of-Class Essay (Creativity) Original and Revised Draft	2000	1-5	1-9
In-Class Essay (Creativity)	500	1-3, 5	1-9
Out-of-Class Analytical Essay (Sustainability) Original and Revised Draft	2000	1-5	1-9
In-Class Argument Essay (Global Citizenship)	500	1-3,5	1-9
Final Multimodal Group Project (Global Citizenship)	2000	1-5	1-9

Grading Policy

<i>Out-of- Class Essays (2@10% each)</i>	20%
<i>In-Class Essays (2@10%each+C/NCDiagnostic)</i>	20%
<i>Final Multimodal Project</i>	20%
<i>Book Analysis</i>	10%
<i>Class Participation</i>	
<i>(Discussion, In-Class Writing, Quizzes)</i>	10%
<i>Reading Responses/ Grammar Exercises</i>	10%
<i>Final Exam</i>	10%

Participation:

University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

We will complete daily work in class that will be collected at the end of class period and count towards your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend on a daily basis and come on time. Absences and or/tardiness will affect your grade. Class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Grading Breakdown:

Grading: A-F. This class must be passed with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

English 1-A is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays assigned above. Each grade will be worth points and will constitute a certain percentage of the total grade (as given in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point

range for each letter grade is as follows. A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class for the day. 10% homework + 10% class participation will be calculated on the basis of the points received by each student out of the total due.

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

Classroom Protocol

Reading:

Reading for the course shall be extensive and intensive and include models of writing based on creativity, sustainability, and global citizenship, for academic, general, and specific audiences. You will be required to complete reading assignments on a daily basis. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of the various types of writing that we will be studying throughout the semester. In addition, you must submit reader responses every class period throughout the semester (as noted on the schedule). Remember: The more you read, the better you will write.

Writing:

This is a composition course – every class period will involve a writing component. You will be asked to revise and rewrite the in-class and out-of-class essays. ***Remember that you must complete all essay assignments plus the final multi modal project in order to pass this course.*** Bring pens, yellow books, and a dictionary for in-class essays. ***These cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed, double spaced, and in 12 point, Times New Roman font. These must be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *The Everyday Writer*). Out-of-class essays will have specified minimum page length/word count requirements that will be listed on the prompt sheets. Essays will be due at the beginning of class period on the date indicated on your greensheet.

Late Policy:

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

Workshops:

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers and your instructor. Bring 3 copies of your essay (a completed rough draft), on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

Homework/Reader Responses:

Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of grammar exercises from *The Everyday Writer* and written responses to the readings. Reader responses are an important part of your homework and our due every class

period throughout the semester, as noted on the schedule. In these responses you shall record analysis, thoughts, opinions, questions, and personal reactions to the texts. Each entry must be dated, and it must be a minimum of one full page (typed, double spaced, with one- inch page margins). ***To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.*** Do not simply summarize plot – show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. ***Reader responses and grammar homework will not be accepted late – no exceptions.***

Please note: Once again, as a courtesy to others, attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. ***Turn off your cell phones or put them on silent mode during the class period; you will lose participation points for the day if I see your cell phone (this especially includes under the desk/table text messaging – I do see you!).***

Quizzes, grammar exercises, debates, and short presentations will also factor into this portion of your course grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar quizzes in advance.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/or assignment from a classmate. For this purpose obtain names and phone numbers and/or email addresses of at least three of your class mates.

Classmate #1 Name/phone/e-mail: _____

Classmate #2 Name/phone/e-mail: _____

Classmate #3 Name/phone/e-mail: _____

Office Hours

I hope all of you will utilize my office hours at some point in the semester. I am here to help *you* in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please stop by and visit. If my office hours are not convenient, I would be happy to make an appointment with you on an individual basis at a time more suited to your schedule.

University Policies

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 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University 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/>.

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 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.

Accommodation to Students' Religious Holidays

San José State University shall provide 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 each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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

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.

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

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an

individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A, Fall 2015, Course Schedule (subject to change)

Reading assignments must be **completed** by the day they are listed!

CLO = 1-A Learning Objectives; GELO = GE A2 Learning Objectives; EW = *Everyday Writer*; SL = Sustainability; GL = Globalization

ALWAYS bring *The Everyday Writer* to class, along with any books/handouts from which reading is assigned for the day! If there is a change in schedule, I shall inform you in a timely fashion.

Date	Topics, Readings, Assignments, Deadlines
Thursday, August 20	Class: Introductions, syllabus review, grammar diagnostic, and discussion of Tuesday's Diagnostic Essay Homework: Bring Yellow books, pens, and a dictionary for in-class Essay on Tuesday
Tuesday, August 25	Essay #1 (In-class Diagnostic) (GLO 1-3,5 ; CLO 1-9; 500 words) Homework: Handout: Cane's "Snow Toward Evening;" Begin reading the section on "Language" in <i>Everyday Writer</i> (EW 243-284) Exercises 21-1, 21-2, 23-2 (EW pages 252-264)
Thursday, August 27	Class: Discuss Cane; In-Class writing practice; show don't tell exercise Homework: Read White's "Once More to the Lake (Essay); 1 page response Exercises: 23-3, 23-4, 23-5 (EW 266-267)
Tuesday, September 1	Class: Discuss White Homework: Read Poe's "The Tell-Tale Heart;" 1 page response Exercise: 23-8, 23-9 (EW 270-272)
Thursday, September 3	Class: Discuss reading. Short video on "The Tell-Tale Heart" Homework: Satrapi's "The Socks" (Illustration) Journal Entry Begin reading the section on "Sentence Style" in <i>Everyday Writer</i> (EW 285-314) Exercises: 25-1, 25-2, 25-3 (EW 289-294)
Tuesday, September 8	Class: Discuss Satrapi; The Creative Process; Go over prompt for Essay #2 (Creativity – Ad Analysis) (2000 words) due Thursday, September 17 Homework: Bring an Ad to class for the Ad-Analysis workshop on Thursday Exercises: 26-1, 26-2, 27-1, 27-2 (EW 297-301)

Date	Topics, Readings, Assignments, Deadlines
Thursday, September 10	<p>Class: Creativity -Ad Analysis essay workshop. Final draft of essay due, Thursday, September 17.</p> <p>Homework: Read handout; Vora’s “The Magic of Mehendi; The Henna painting Ceremony.” Doty’s “My Tattoo.”</p> <p>Exercises: 28-1, 29-1 (EW 305-310)</p>
Tuesday, September 15	<p>Class: Discuss readings. Henna painting workshop</p> <p>Homework: Bring Yellow books to class for in-class essay Thursday</p> <p>Begin reading the section on “Sentence Grammar” in <i>Everyday Writer</i> (EW 315-396) Exercises: 31-1, 31-2, 31-4, 31-7 (EW 319-328)</p>
Thursday, September 17	<p>Class: Essay # 3, in-class (Creativity) (500 words GELO 1-3, 5; CLO 1-9) Ad-Analysis essay (complete with worksheets) due today</p> <p>Homework: Read <i>Rooftops of Tehran</i> part one; 1 page response to the reading</p> <p>Exercises: 31-11, 31-12, 31-13, 31-14 (EW 337-339)</p>
Tuesday, September 22	<p>Class: Discuss <i>Rooftops of Tehran</i> part one</p> <p>Homework: Read <i>Rooftops of Tehran</i> part two; 1 page response to reading</p> <p>Exercises: 32-1, 32-2, 32-3, 32-4 (EW 345-351)</p>
Thursday, September 24	<p>Class: Discuss <i>Rooftops of Tehran</i> part two</p> <p>Homework: Read <i>Rooftops of Tehran</i> part three; prepare for in-class quiz</p>
Tuesday, September 29	<p>Class: Discuss <i>Rooftops of Tehran</i> part three. In-class quiz. Book Analysis (out – of-class) essay #4 assigned. Due Tuesday, October 6</p> <p>Homework: Read “Why Should I Study Sustainability in a College Writing Course” (SL 8-11) ; Chapter 1 “What are the Foundations of Sustainability” (SL 19-21)</p> <p>Exercise: 32-5, 32-6, 33-1, 33-2 (EW 353-361)</p>
Thursday, October 1	<p>Class: In class quiz on <i>Rooftops of Tehran</i>; In-class writing. “What is your definition of Sustainability?”</p> <p>Homework: Read “Introduction for Students’ (SL 1-11); Chapter 1 “What are the Foundations of Sustainability” (SL 20-21) Thoreau’s “Where I lived, and What I Lived For” (SL 22-35)</p>

Date	Topics, Readings, Assignments, Deadlines
	Exercises: 34-1, 34-2, 34-3, 34-4 (EW 367-373)
Tuesday, October 6	<p>Class: Discuss readings. Essay # 4 (Out-of-class Book Analysis) due</p> <p>Homework: Read Chapter 2 “How is Sustainability a Political Issue” (SL 89-91); Gore’s “Climate of Denial.” (SL 101-114); Chapter 3 “How Do Crises and Disasters Create Challenges for Sustainability” (SL 151-153); Benfield’s “Sustainable New Orleans: How Katrina Made a City Greener” (SL 154-158); 1 page response to any one essay.</p> <p>Exercises: 35-1, 35-2 (EW 376-379)</p>
Thursday, October 8	<p>Class: Discuss readings; Analysis; Assign essay #5 Out-of-class Analytical Essay (Sustainability); 2000 words GELO 1-5 CLO 1-9; Workshop essay on Thursday, October 15. Final Draft of essay #5 due Thursday, October 22</p> <p>Homework: Read Chapter 4 “ How is Sustainability Connected to Local and Urban Environments” (SL 199-201); “Westervelt’s “Can Recycling Be Bad for the Environment.” (SL 213-217); Heimbuch’s “How Cell Phones are Changing the Face of Green Activism.” (SL 243- 250) Goleman and Norris’ “How Green is My iPad?” (SL 251-254)</p> <p>Exercises: 36-1, 36-2, 36-3, 36-4 (EW 381-384)</p>
Tuesday, October 13	<p>Class: Discuss Readings</p> <p>Homework: On Thursday, Bring two copies of a completed rough draft of essay #5 Analytical Essay (Sustainability) for workshopping.</p>
Thursday, October 15	<p>Class: Workshop essay #5 Analytical Essay (Sustainability)</p> <p>Homework: Read Chapter 5 “How Is Sustainability a Transnational Issue?” (SL 255-257); “The United Nation’s Panel on Global Sustainability” (SL263-269).Smith’s “The Coming Green Wave: Ocean Farming to Fight Climate Change” (SL 270-277); 1 page response to any one essay.</p> <p>Exercises: 37-1, 37-2 (EW 390-391)</p>
Tuesday, October 20	<p>Class: Discuss Readings</p> <p>Homework: Read Moyer and Storrs’ “How Much is Left? The Limits of Earth’s Resources” (SL 302-308); Rifkin’s “The Third Industrial Revolution.” (SL 294-301)</p>
Thursday,	<p>Class: Discuss Reading. Essay #5 Analytical Essay (Sustainability) due</p> <p>Homework: Read Chapter 6 “How are Tourism and Recreation connected to</p>

Date	Topics, Readings, Assignments, Deadlines
October 22	Sustainability?" (SL 309-311); O'Brien's "Our National Parks and the Search for Sustainability." (SL 324-329); Lindsay's "Ecotourism" (SL 312-323); Chouinard's "Let My People Go Surfing." (SL 342-346); 1 page response to any one essay Exercises: 38-1, 38-2, 38-3 (EW 394-396)
Tuesday, October 27	Class: Discuss readings; Group Discussion Homework: Read Edward Said's essay "Reflections on Exile" by using this link: www.dartmouth.edu/~germ43/pdfs/said_reflections.pdf Watch "Edward Said on Orientalism" introduced by Sut Jhally at the following link: http://www.youtube.com/watch?v=nOHYX9JvH80 Begin reading the section on "Punctuation and Mechanics" in <i>Everyday Writer</i> (EW 397-454) Exercises: 39-1, 39-2, 39-3, 39-4 (EW 401-406)
Thursday, October 29	Class: In class writing and discussion on Said's essay Homework: Read chapter 1 "Being and becoming Global" (GL 1-2), Olsen's "In Zarafshan" (GL 2-7); 'Wasserstrom's "A Mickey Mouse Approach..." (GL 20-24); Ali's The Subway Falafel Sandwich..." (GL 24-28); 1 page response to any one essay. Exercises: 39-5, 39-6, 39-7, 40-1 (EW 407- 413)
Tuesday, November 3	Class: Discuss readings; in-class writing exercise Homework: Bring a yellow book, pen, and a dictionary on Thursday for an in-class essay exam #6 on Argument. Exercises: 41-1, 42-1, 42-2, 43-1 (EW 417-426)
Thursday, November 5	Class: In-class Argument Essay #6 (Global Citizenship) 500 words, GELO 1-3, 5 CLO 1-9 Homework: Read Chapter 2 "Identity and Place" (GL 29-30); Iyer's "Lonely Places" (GL 31-37)
Tuesday, November 10	Class: Discuss essay. Multimodal Essay: Global Citizenship Project (Panel Presentations) assigned. 2000 words, GELO 1-5, CLO 1-9; Brainstorm for topics Homework: Read Chapter 4 "Languages in Contact" (GL 133-135); Boroditsky's "How does our language shape the way we think." (GL 135-145); Sharma's "The New Language Landscape." (GL 164-167). 1 page response to any one essay. Exercises: 44-1, 44-2, 44-3 (EW 431- 433)
Thursday, November 12	Class: Discuss readings; in-class writing practice Homework: Read Chapter 5 "Communication and Technology" (GL 183-185); Zuckerman's "A Small World After All?" (GL185-191); Horning's "The

Date	Topics, Readings, Assignments, Deadlines
	<p>Accidental Bricoleurs” (GL 229-241). 1 page response to any one essay</p> <p>Exercises: 45-1, 45-2, 46-1, 46-2 (EW 441-447)</p>
<p>Tuesday, November 17</p>	<p>Class: Discuss readings</p> <p>Homework: Read Chapter 6 “Earning and Spending” (GL 243-2440) “The New Grand tour” (244 -251); Chapter 7 “Gender Matters” Ahmed’s “Reinventing the Veil” (GL 304-309); Gopnik’s “Revolution in a Can.” (GL 345-349); 1 page response to any one essay</p>
<p>Thursday, November 19</p>	<p>Class: Discuss readings</p> <p>Homework: Read Chapter 9 “Change and Transformation” (GL 383-385); Tabor’s “If it’s Tuesday, It must be Taliban.” (GL 397-413); Bannerjee and Duflo’s” “More than 1 Billion people are Hungry in the World.” (447-461); 1page response to any one essay</p>
<p>Tuesday, November 24</p>	<p>Class: In class discussion</p> <p>Homework: Take home sample exam topics for final exam preparation</p>
<p>Thursday, November 26</p>	<p>Thanksgiving Holiday</p>
<p>Tuesday, December 1</p>	<p>Class: Discussion of sample exam topics; Multimodal Project Presentations</p> <p>Homework: Prepare for Multimodal Project presentations</p> <p>Exercises: 47-1, 48-1 (EW 449-453)</p>
<p>Thursday, December 3</p>	<p>Class: Multimodal Project Presentations</p>
<p>Thursday, December 8</p> <p>Wednesday, December 16</p>	<p>Class: Multimodal Project presentations</p> <p>Homework: Bring yellow books, black pens, and a dictionary for the final exam on Wednesday, December 16</p> <p>Final Exam . 9:45- 12:00 PM</p>

Academic Calendar

FALL 2015

Friday.....	July 3	Independence Day (observed) - Campus Closed (I)
Tuesday.....	August 18	Academic Year Begins – Fall Semester Begins
Tuesday-Wednesday.....	August 18-19	Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences (P)
Thursday.....	August 20	First Day of Instruction – Classes Begin
Tuesday.....	September 1.....	Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)
Monday.....	September 7.....	Labor Day - Campus Closed (L)
Wednesday.....	September 9.....	Last Day to Add Courses & Register Late (A)
Thursday.....	September 17.....	Enrollment Census Date (CD)
Wednesday.....	November 11.....	Veteran’s Day - Campus Closed (V)
Wednesday.....	November 25.....	Classes that start at 5:00 PM or later will not meet.
Thursday.....	November 26.....	Thanksgiving Holiday - Campus Closed (T)
Friday.....	November 27.....	Rescheduled Holiday - Campus Closed (RH)
Tuesday.....	December 8.....	Last Day of Instruction - Last Day of Classes
Wednesday.....	December 9.....	Study/Conference Day (no classes or exams) (SC)
Thursday-Friday.....	December 10-11.....	Final Examinations (exams)
Monday-Wednesday.....	December 14-16.....	Final Examinations (exams)
Thursday.....	December 17.....	Final Examinations Make-Up Day (MU)
Friday.....	December 18.....	Grade Evaluation Day (E)
Monday.....	December 21.....	Grades Due From Faculty - End of Fall Semester (G)
December 22-.....	WINTER RECESS	
January 26		
Friday.....	December 25.....	Christmas Holiday - Campus Closed (CH)