

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A (47662), Composition 1 (GE A2), Section 58, Fall 2015**

|                         |   |
|-------------------------|---|
| <b>Instructor:</b>      | Tommy Mouton, MFA                           |
| <b>Office Location:</b> | Faculty Offices (FO) 112                    |
| <b>Telephone:</b>       | (408) 924-4479                              |
| <b>Email:</b>           | tommy.mouton@sjsu.edu                       |
| <b>Office Hours:</b>    | T/Th 10:00-11:15 a.m., and by appointment   |
| <b>Class Days/Time:</b> | T/Th 12:00-13:15 p.m.                       |
| <b>Classroom:</b>       | CL 316                                      |
| <b>Prerequisites:</b>   | EPT of 147 or higher, passage of LLD 1 or 2 |
| <b>GE Category:</b>     | Written Communication A2                    |

## **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly (at least once every other day) checking with the messaging system through MySJSU to learn of any updates. \*Also: In lieu of handouts, I will often upload reading materials to Canvas.

## **ENGL 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.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

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

Upon successful completion of this course, students 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

## English IA Course Outcomes (CLO)

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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### Required Texts:

*The Short Prose Reader, 13<sup>th</sup> Edition*, Gilbert Muller, Harvey S. Wiener

Print ISBN: 978-0073383934

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford (Accessed via Canvas)

Print ISBN: 9781457667121

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online  
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

### Supplemental textbooks used:

*The Curious Writer, Fourth Concise Edition*, Bruce Ballenger; *Writing True: The Art and Craft of Creative Nonfiction*, Perl and Schwartz

### Materials:

Journal Notebook/Binder

Pens and pencils

One college-level dictionary

Stapler and Highlighters

Laptop/tablet (Device to compose work)

## Classroom Protocol

**Attendance/Professionalism:** You will arrive on time and be ready to work. Regular attendance is expected of you. If you are not present, you cannot participate. A lack of participation will adversely affect your growth as a writer and your overall grade in this course. Consider this your workplace: appropriate language, dress, and behavior are expected. Technology excuses regarding the failure to compose/type or print work will not be tolerated. Do not text or make/receive phone calls during class. Laptops/ipads, e-readers, etc., will remain off/closed during lectures. Please eat and drink prior to coming to class. In most instances, however, bottled water will be allowed. **\*About Office Hours:** You should plan on seeing me regularly, especially if you are having a hard time in my class. Make the necessary time to meet with me. I am committed to helping you improve.

## ENGL 1A Course Requirements

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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Assignments/What Are They Worth:

#### *1000 points total*

#### **Analytical Essay (20%) = 200 points:**

1 Analytical Essay (1000-1200 words)

#### **Argumentative Essay (20%) = 200 points:**

1 Argumentative Essay (1000-1200 words)

#### **Personal Essay (20%) = 200 points:**

1 Personal Essay- (1000-1200 words)

#### **Peer Reviews (5%) = 50 points:**

3 Peer reviews/write-ups/1 for each workshopped essay

#### **Common Grammar Error Presentation + write-up (5%) = 50 points:**

1 Grammar write-up + presentation from your problem areas or research findings

#### **Revision Presentation + write-up (5%) = 50 points:**

1 revision write-up + presentation, excerpted from 1 of your 3 essays

#### **Homework (10%) = 100 points**

60 points from homework will come from essay sketches (Analytical, argumentative, and personal); 40 points will be taken from reading responses/double entry journals and in-class and out-of-class free writes

### **Quizzes (5%) = 50 points:**

Approximately 5 quizzes worth 10 points each

### **Comprehensive Final (10%) = 100 points:**

The class conclude with a final exam. See the course schedule for details.

### **Assignments:**

**Writing/Essays (GELO's 2, 3, 4, 5):** This class requires you to write a minimum of 8000 words, and at least 4000 of which must be in revised form. Three out-of-class essays will be assigned, along with approximately 3 in-class essay sketches. All essays, including essay sketches, must be typed: (12pt. font, Times New Roman, Double-spaced, one inch margins, with page numbers and word count present somewhere on the page. Repeated failure to follow directions will result in 10% being taken from your overall grade. For further formatting rules, reference "MLA Documentation" in your course reader. Essays are due on the "Due Date." For illnesses and emergencies, do plan on sending the essay with a classmate. **All revised final drafts will be printed, stapled and turned in to me.** *Also: all essays are graded with a rubric, per that essay's essential rhetorical elements*

**Revisions (GELO's 2, 3, 4, 5):** In order to meet the department's 4000 word revision requirement, you will be expected to revise each essay draft. How will I know you have revised? You will turn in your original draft (i.e. the one with my comments, along with those of your peers) and your final revised essay. Your growth as a writer will only happen if you are in fact committed to revision. Failure to revise (i.e. to take my and your peers' comments seriously) will negatively impact your grade.

**Revision/Reflective write-up + Presentation (GELO's 1, 2, 3, 4, 5):** Your ability to go back into your work (after my and your peers' comments have been returned) and very critically look at/re-see your work is crucial. So, you will have the opportunity to share with the class the ways in which you have critically and creatively gone back into your work (from any of the three genres) and have made the necessary decisions to improve your project. You are not presenting on the obvious; you are presenting to the class the real problem (i.e. the questions you have yet to answer) areas found by your peers and me, along with those problem areas that your artistic sensibilities continue to happen upon. A short write-up (300-500 words), along with a slide show are due to me on your presentation day. If using a document camera works best (since I will have one) I will give the necessary credit in lieu of slides.

**Grammar Presentation Revision/Reflective write-up + (GELO 5):** Grammatical proficiency is expected of you. You will show your growth and understanding, related to your problem errors as discussed in *The Everyday Writer* earlier in the semester, by presenting your growth to the class. This presentation will consist of slides (at least ten), along with a 500 word reflective write-up

**Out-of-class Readings (GELO's 1):** All assigned reading(s) must be completed prior to coming to class. Be prepared to discuss. Quizzes will often provide me the confirmation that you have read. So, be prepared!

**Workshop Procedures (GELO'S 1, 4, 5):** In this class we will workshop approximately once a month, beginning in September. Groups will be assigned (approximately 6 groups of four). Each student is responsible for printing out (five or six) copies for workshop. *Note: See the course schedule below for "Print Out" days.* Failure to make adequate group copies will negatively affect the essay's overall grade. All work is to be critiqued at home, wherein each student is to markup his/her peers' drafts. I will allow you to (so that you might save paper) print workshop copies double-sided. However, all final revised drafts must be single-sided when turned in to me. If you are absent the day you are to distribute copies, you must see me ahead of time. Failure to distribute copies (without the necessary absence documentation/doctor's excuse) will adversely impact your grade. And note: Your workshopped essays must accompany your final essay. A manila folder, along with paper clips/clamps will help keep things organized. And remember, a lack of participation (making little to no comments on a peer's work) will negatively impact your grade and progress as a writer

**Homework (GELO's 1, 2, 3, 4, 5):** All assigned homework is due at the beginning of the class period. If you are late, your homework *will not* be accepted. If you are absent, you can pass your homework on to a classmate. If any homework is assigned (i.e. an addendum to what is on the syllabus) while you are absent, plan on contacting a classmate. Do not contact me! Late homework will not be accepted.

**Quizzes (GELO's 1, 2, 3, 4, 5):** You will take multiple quizzes this semester. If you are late or arrive after the quiz has begun, or if you are absent, you forfeit that day's quiz. Quizzes *cannot* be made up. I do not round quizzes up to the nearest whole point/grade.

**Reading/Literary Events (GELO's 3, 4, 5):**

Attending one reading event + a 300-400 word write-up can be used *in the place of* a poor quiz or homework grade. I will post via Canvas all literary events within a week in advance. Events can also be found at:

<http://www.litart.org/> (Center for Literary Arts)

<http://www.sjsu.edu/english/community/index.html> (SJSU English Department)

<http://www.sjsu.edu/steinbeck/index.html> (Center for Steinbeck Studies)

<http://www.pcsj.org> (Poetry Center San Jose)

<http://www.sjsu.edu/english/community/pwc/> (Poets and Writers Coalition)

**Participation:** Class participation (being present; engaging in class discussions) is expected of you. An unwillingness to participate will more likely than not keep you from growing and enjoying the class.

**Final Exam (GELO's 1, 3, 5):** Your final will consist of a comprehensive exam on class readings, responses, and notes, along with grammar and mechanics. You must take/complete the final exam in order to pass this course.

**Diversity Statement:** *SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their 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. I expect you to have an open mind and respect the views of your peers as they will respect yours. Insensitivity will not be tolerated.*

## Grading Policy:

**Grading:** A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that you, the student, is a capable college-level writer and reader of English. *Note: At my discretion, I may round final grades up to the nearest whole point, generally if you are two or one tenth of a point away.*

|             |           |            |
|-------------|-----------|------------|
| A+ (100-97) | A (96-94) | A- (93-90) |
| B+ (89-87)  | B (86-84) | B- (83-80) |
| C+ (79-77)  | C (76-73) | C- (72-70) |
| D+ (69-67)  | D (66-65) | D- (63-60) |
| F (0-59)    |           |            |

- 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 to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from 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 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 weaknesses 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 too 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/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- 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.

## Resources and University Policies:

### Library Liaison for English courses:

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

### 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/](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.

### 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:

- “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: **PLAGIARISM WILL NOT BE TOLERATED**

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](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 any student wishing to observe religious holidays when such observances require you, the student, to be absent from class. It is your responsibility to inform me, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, you must notify me, in writing, at least three days before the date you will be absent. It is my responsibility to make every reasonable effort to honor your request without penalty. It is also your responsibility to make up all 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 located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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

## **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): <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: Visiting the writing center, along with my office hours, will, if you are struggling, help you improve.*

## **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 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.

# English 1A: Fall 2015

## Course Schedule

*Note: I will teach to your needs. This schedule is subject to change. When the need arises, I will make the necessary amendments to this schedule.*

| Week | Date       | Topics and Due Dates   | Next Class Period's Readings/Homework and Assigned Essays   |
|------|------------|--|---|
| 1    | Th<br>8/20 | Course introductions<br>Syllabus Review<br>Student Introductions   | Buy Textbook<br>Log on to Canvas and view <i>The Everyday Writer</i><br>Complete Diagnostic Essay   |
| 2    | T<br>8/25  | Diagnostic Essay Debrief<br>Complete Writing Process Survey; Read "The Importance of Writing Badly" from <i>The Curious Writer (TCW)</i> | Read from <i>TCW</i> Ch. 2 "Writing as Inquiry" handout   |
| 2    | Th<br>8/27 | Two Modes (Creative and Critical) of Thinking; Rhetorical Situations Discussion<br>Intro. to Elements of an Argument                     | Read from <i>The Short Prose Reader (TSPR)</i> -431-433, "The Seat Not Taken"-Wideman<br>Answer: Understanding the Writer's Techniques <i>TSPR</i> (433-434) 1-8 (HW#1) |
| 3    | T<br>9/1   | Introduction to Cause and Effect   | Argumentative essay Sketch #1 Assigned  |
| 3    | Th<br>9/3  | Sketch #1 Due<br>Ethos, Pathos, and Logos<br>Discuss Reading as Inquiry from Ballenger   | Read <i>TSPR</i> Ch. 11 (403-409)<br>Study for Quiz #1  |
| 4    | T<br>9/8   | Quiz #1<br>Purposes for Academic Reading; Logical Fallacies  | Read <i>TSPR</i> (437-442) "Leave Your Name at the Border"-Munoz<br>Complete Double Entry Journal (HW #2)   |
| 4    | Th         | The "I" and the Argument   | Begin drafting Argumentative Essay  |

| <b>Week</b> | <b>Date</b> | <b>Topics and Due Dates</b>  | <b>Next Class Period's Readings/Homework and Assigned Essays</b>   |
|-------------|-------------|--|--|
|             | 9/10        | Discussion; Read "Devastating Beauty" from <i>TEW</i>  |  |
| 5           | T<br>9/15   | The Argument and its structure: The thesis, the claim, sourcing, and the counter claim                                     | Complete Argument Draft (600-800 words)<br><i>Print Copies!</i>  |
| 5           | Th<br>9/17  | Introduction to Revision Strategies<br>Argumentative Essay Distribution  | Leave peer comments on essays<br>Complete Peer Review #1   |
| 6           | T<br>9/22   | Argumentative Essay Workshop<br>Peer Review #1 Due   | Grammar Diagnostic   |
| 6           | Th<br>9/24  | Grammar Diagnostic Debrief<br>Discuss Top 20 Common Writing Errors from <i>TEW</i>   | Read from <i>TSPR</i> (461-462) "Get a Knife, Get a Dog, but Get Rid of Guns"-Ivins<br>Answer Understanding the Writer's Ideas and Exploring the Writer's Ideas <i>TSPR</i> (463-464)... HW #3 |
| 7           | T<br>9/29   | Ivins Discussion<br>Revision Talk: Divorcing the Draft from Ballenger  | Complete Argumentative Essay   |
| 7           | Th<br>10/1  | Final Revised Argumentative Essay (1000-1200 words) Due!<br>Introduction to Common Grammar errors Presentation + Write-ups | Review common problem errors as recommended by Mr. Mouton<br>Grammar Tutorial (Handout)  |
| 8           | T<br>10/6   | Grammar Tutorial discussion<br>Sentence Fragments, Fused Sentences, Comma splices, and commas                              | Begin working on Common Grammar Error Presentation slides and write-up<br>Prepare for Quiz #2  |
| 8           | Th<br>10/8  | Quiz #2<br>Faulty Sentence Structure, Unnecessary shift in verb tense... Discussion  | Complete Common Grammar Error Presentation slides and Write-up   |

| <b>Week</b> | <b>Date</b> | <b>Topics and Due Dates</b>   | <b>Next Class Period's Readings/Homework and Assigned Essays</b>   |
|-------------|-------------|---|--|
| 9           | T<br>10/13  | Begin and complete Common grammar error presentation slides... Write-ups Due  | No assigned readings or homework... Take a breather!   |
| 9           | Th<br>10/15 | Intro. to the Critical Analysis Essay- Read <i>TSPR</i> (354-358) "How Do We Find the Student in a World of Academic Gymnasts and Work Ants?"-Baker<br><br>Classifications and Patterns: Choosing What to Analyze | Critical Analysis Sketch... #2 (300-500 words)- Assigned from Eric Liu's essay "Notes of a Native Speaker" |
| 10          | T<br>10/20  | Critical Analysis Sketch Due!<br><br>Evaluating the Sketch: Got Balance/Focus?  | Critical Analysis Essay Assigned from <i>TSPR</i> essays (Your Choice!)                                    |
| 10          | Th<br>10/22 | Any Common Devices Used?  | Listing and Fastwriting Prompts from <i>TCW</i> Study for Quiz #3  |
| 11          | T<br>10/27  | Quiz #3<br><br>Revising a Critical Analysis: What am I Looking For?   | Complete Critical Analysis Essay Draft<br><br><i>Print Copies!</i>   |
| 11          | Th<br>10/29 | Avoiding Plagiarism Talk<br><br>Critical Analysis Essay Distribution  | Leave comments/feedback for peers<br><br>Complete Peer Review #3   |
| 12          | T<br>11/3   | Critical Analysis Workshop<br><br>Peer Review #3 Due  | Read (WT) "Under the Influence"-Sanders handout from <i>Writing True</i> ... Double Entry Journal HW# 4    |
| 12          | Th<br>11/5  | "Under the Influence" discussion/The Personal Essay<br><br>Where Does "I" Stand   | Complete Critical Analysis Essay<br><br>Personal Essay Sketch...#3 assigned (300 words)                    |
| 13          | T<br>11/10  | Critical Analysis Essay (1000-1200 words) Due!<br><br>Scene, Summary, Reflection  | Begin Drafting Personal Essay (400-600 words)  |

| <b>Week</b> | <b>Date</b> | <b>Topics and Due Dates</b>  | <b>Next Class Period's Readings/Homework and Assigned Essays</b>     |
|-------------|-------------|--|--|
|             |             | Personal Essay Sketch Due  | <i>Print Copies!</i>   |
| 13          | Th<br>11/12 | Personal Essay exercise from <i>WT</i><br>Personal Essay Distribution        | Leave comments/feedback for peers<br>Begin working on Peer Review #3 |
| 14          | T<br>11/17  | Personal Essay Workshop  | Complete Peer Review #3<br>Prepare for Quiz #4                       |
| 14          | Th<br>11/19 | Peer Review #3 Due<br>Quiz #4  | Begin working on Revision Presentations and write-ups                |
| 15          | T<br>11/24  | Read and discuss excerpt from John Ed Bradley's "The Best Years of His Life" | Continue working on Revision Presentation and write-up               |
| 15          | Th<br>11/26 | CAMPUS CLOSED  | BE THANKFUL: HAPPY THANKSGIVING!                                     |
| 16          | T<br>12/1   | Final Personal Essay Due!  | Complete Revision write-ups and slides...                            |
| 16          | Th<br>12/3  | Begin Revision Presentations and turn in write-ups                           | Complete Revision write-ups and slides...                            |
| 17          | T<br>12/8   | Complete Revision Presentations and turn in write-ups<br>Final (Review!)     | Study for Final!   |
| Final       | Th<br>12/10 | 09:45-12:00<br>Literary Event Write-up Due!                                  |  |

### **Important Dates for Fall 2015**

**Thursday, August 20**  
First day of instruction

**Monday, September 7**  
Labor Day - Campus Closed

**Tuesday, September 1**  
Last day to drop a class without a "W" grade

**Wednesday, September 9**  
Last day to add Last day to submit [Audit option\(PDF\)](#)

Last day to submit [Credit/No Credit grading option\(PDF\)](#)  
Last day to submit [Instructor Drops\(PDF\)](#)

**Thursday, September 17**  
Enrollment census date

**Wednesday, November 11**  
Veterans Day - Campus Closed

**Friday, November 13**  
Last Day to withdraw - [Withdrawal from the Semester Request on AARS website](#)

**Thursday, November 26 - Friday, November 27**  
Thanksgiving holidays - Campus Closed

**Tuesday, December 8**  
Last day of instruction

**Wednesday, December 9**  
Faculty web access for Fall grade posting opens at 8am

**Thursday-Friday, December 10-11 & Monday-Wednesday, December 14-16**  
Final Exams (Exam Schedule)

**Monday, December 21**  
Fall 2015 grades due from Faculty (Preliminary Deadline)

**Tuesday, December 22**  
Fall 2015 [grades viewable on MySJSU\(HTML\)](#)

**Tuesday, December 22 – Tuesday, January 26**  
Winter Recess

