

**San José State University/Fall 2015**  
**Department of English and Comparative Literature**  
**English 1B, Argument and Analysis (GE C2)**

**Sections 5 (BBC 120),9 (BBC124) ,11 (BBC 122)**

Please note English 2 is approved for GE Area A3, and English 1B is approved for GE Area C2 and the GE areas cannot be substituted.

<b>Instructor:</b>	Sherri Harvey
<b>Office Location:</b>	FO 212
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<b>Office Hours:</b>	Tuesday/Thurs 10:40-11:40
<b>Class Days/Time:</b>	Tuesday/Thursday
<b>Classroom:</b>	BBC 120, 124, 122
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
<b>GE/SJSU Studies Category:</b>	GE C2 Humanities—Letters

**Faculty Web Page and 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.

**ENGL 1B Course Description**

English 1B is a writing course that focuses on argumentation and analysis. Through the study of literary, rhetorical, and professional texts, you will develop the habits of mind required to write argumentative and critical essays. Particular emphasis is placed on writing and reading processes. You will have repeated practice in prewriting, drafting, revising, and editing, and repeated practice in reading closely in a variety of forms, styles, structures, and modes.

**Section-Specific Course Description** This course will focus on the theme: **Heroes and Villains**. We will explore the stories we create about ourselves through social media, and the stories we tell and look at our own cognitive biases that inform us of the differences between a hero and a villain. Using Jeanette Wall's *The Glass Castle*, and poems by Elenor Lerman, Kim Addonizio, Charles Bukowski (to name a few), we will explore how taking about our lives creates an identity that we then live up to. Our research paper will focus on how art creates a story that becomes a part of how we see the world. You will be expected to visit The San Jose Museum of Art, <http://sjmusart.org/>, to create your own argument about your beliefs. [*This is a thematic course; please describe your theme here*]

### **ENGL 1B Learning Outcomes (CLO)**

Upon successful completion of the course, you will bring into your personal and professional life the abilities needed to participate in social and cultural communities:

1. reading literature and related texts purposefully to establish contexts for analysis.
2. reading texts rhetorically, taking into account a writer's purpose, audience, and context.
3. using critical thinking skills—such as synthesis, interpretation, response, and evaluation—to write essays that integrate ideas with those from appropriate primary and secondary sources.
4. integrating and documenting quotations, summaries, and paraphrases.
5. identifying and using strategies for drafting, revising, collaborating, and editing essays.
6. controlling syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.

### **GE C2 Course Description**

ENGL 1B fulfills general education area C2 Letters. Courses in Letters give students knowledge and understanding of significant works of the human intellect and imagination. You will examine the interaction of analytical and creative processes in the production and perception of such works, and the significance of the historical and cultural contexts in which the works are created and interpreted. Courses will enable you to participate in social and cultural communities associated with artistic and literary endeavors, enriching your personal and professional life.

### **GE C2 Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1B also measures the learning goals of GE Area C2, Upon successful completion of the course, you will be able to

1. recognize how significant works illuminate enduring human concerns;
2. respond to such works by writing both research-based critical analyses and personal responses;
3. write clearly and effectively.

### **ENGL 1B 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 (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

**Writing:** You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in-class writing as well as revised out-of-class essays.

### Reading:

*Readings should not only engage the themes of your course so that they become part of the writing process, but readings should also include useful models of writing for academic, general, and specific audiences. The majority of the reading should be devoted to analytical, critical, and argumentative texts. Your goal in teaching the reading process is to help students develop and refine strategies for understanding the logical structure of argumentative writing.*

**Critical Thinking:** In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political); and evaluating your own understanding of ideas by identifying your own interpretative lens.

**Research:** ENGL 1B will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

**Oral Communication:** [*Describe your oral communication assignment*]

*Students must complete oral communication assignments. These assignments may include individual presentations, group presentations, group, team, or dyadic discussions, debates or similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.*

### **Required Texts/Readings**

#### **Textbook**

Word Passion II reader available through your instructor

The Glass Castle by Jeanette Walls available online as a PDF, or for purchase in any bookstore or online

The Everyday Writer, Lunsford, Andrea available in Canvas

### **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>.

**ATTENDANCE:** this consists both of being in class on time, remaining for the entire class period, and being prepared with that day's reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED. If you are absent, please contact a classmate to figure out what you missed. If you send me an email asking what we missed, I will not respond. You are an adult and shall be treated like one in

this class. If you miss class, contact a class mate, check the faculty web page, review the assignment schedule, or come to office hours. **DO NOT MAKE YOUR ABSENCE MY PROBLEM.**

**ESSAY FORMAT:** All out of class essays must be typed, double spaced, using 1 inch margins, no title pages or binders, and must include rough drafts. This should be taken care of prior to the time the essay is due. No last minute scrambling will be accepted. If you fail to follow MLA format, your paper will not be accepted.

**PLEASE NOTE:** Out-of-class essays with no peer review will be dropped one letter grade. To avoid this, do not be absent on the days we conduct peer evaluations. A copy of your prewriting, rough draft and peer edit sheets need to accompany your final essay. Please do not email your essay to me in lieu of coming to class during peer evaluation without making prior arrangements.

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period.

**RESEARCH PAPER:** English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively and citing them properly. A traditional research paper is mandatory. The research paper will be your final out-of-class essay that counts for a total of 45% of your final grade. It will follow MLA format like all out-of-class essays, and will include a Works Cited page. The paper will have a number of components, all of which will count toward the final grade, and will be discussed in class.

**Please note: your proposal counts as a paper. If you fail to turn in ANY of the components of the paper, (including the rough draft, the proposal and annotated bibliography) you will not receive credit for the paper and therefore, fail the class. They are independent assignments but dependent on each other for your success in this class.**

**READINGS:** Critical reading is the second objective of the course. You will be required to come to class prepared to discuss the readings assigned for that day. The readings will acquaint you with a wide variety of writing styles, techniques, opinions and genres. Pop quizzes will be given if I notice that you are not reading.

**NOTE:** The schedule of assignments is tentative and is subject to change based on the needs of everyone in class. It is crucial that you are present to stay in tune with the class. Be sure to exchange phone numbers with other students because if you miss a class, you are still expected to be prepared for the next

### [Assignment Word Count and Learning Goals](#)

<i>Points</i>	<i>Words</i>	<i>CLO-GELO</i>	<i>Assignment</i>
100 points	1000	CLO1,2/GELO	Paper One, The Glass Castle

		1-3	
100 points	500	CLO 1,2,6,8/GELO 1-2	Paper Two, Oral Presentation of a Poem
100 points	500	CLO1,4,5/GELO	Paper Three, Proposal and Annotated Bibliography
100 points	1250	CLO4,5,6 GELO 2-6	Paper Four, first draft of research paper
250 points	2000	CLO 1-8/ GELO 6-8	Paper Five, Research Paper
50 points	500	CLO3 2,3	In Class Essay # 1 Diagnostic Essay: Claiming an Education: what does that even mean? What is an education?
50 points	500	CLO 3	In Class Essay #2 Revision of ICE # 1
200 points	500	CLO 1-6	Final exam
50 points		CLO 3-4	Class participation based on in-class POP quizzes and exercises

## Grading Policy

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. I DO NOT ACCEPT LATE WORK. PERIOD. If you miss an assignment, you will receive ZERO CREDIT for that assignment in the grade book which could potentially harm your overall grade. If you contact me prior to the due date, we might be able to work something out. Otherwise, please assume responsibility for the zero and plan accordingly.

YOU MUST EARN A C or greater to receive credit for this course.

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.

### Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

### **Classroom Protocol**

**ATTENDANCE:** this consists both of being in class on time, remaining for the entire class period, and being prepared with that day’s reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. **Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me.** Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED.

### **DO NOT MAKE YOUR ABSENCE MY PROBLEM.**

If you are absent, you are still responsible for keeping up with the class. Please contact a friend in class to find out what you missed.

“MY PRINTER ISN’T WORKING” is not a valid excuse for failing to turn work in. Figure this out before the due date.

By the way, a friend, or a grandparent or a sibling is in the hospital, I would bet that they would want you to go to class, finish college and take your responsibilities seriously, so please remember that coming to class and being successful is the best way to honor them. It is also NOT an excused absence—as there is no such thing as that in college—unless you personally are in the hospital.

### **Please make sure your name and the time that we meet is listed on all paperwork you turn in to me.**

Cell phones and computers may be used in class as long as they are relevant to what we are doing—which is up to me. If I see you texting, I will ask you to SING A SONG.

### **REGARDING CELL PHONES OR PAGERS IN CLASS: If your cell phone rings in class, you are required to bring cookies for the entire class to the next meeting.**

### **WHAT YOU CAN EXPECT FROM ME:**

I will be prepared for class, on time, I will not leaving early, I will be respectful of you and your opinions. I will put in the time and effort required to run a successful classroom as a leader, but the effort and the work from you is also required for the class to run. This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either

another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

## **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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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/](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](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 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 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>.

### 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, 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 1B, FALL 2015, Course Schedule

Please note: this schedule is tentative and subject to change based on the needs of everyone in the class. Please keep up by contacting another classmate if you miss class. DO NOT email me and ask me what we did in class.

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed	
1	Aug 20 Aug 25	Syllabus introduction Introductions to classmates Abstract vs Concrete Language Read Prewriting Strategies at <a href="http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm">http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm</a>	
2	Aug 25 Aug 27	ICE # 1/Claiming an Education Introduction to TGC/Discuss topics for Essay # 1/TGC Discuss Quoting MLA Style	
3	Sept 1 Sept 3	Using Quotes to support argument  TGC/ Discuss MLA format <a href="http://www.calstatela.edu/library/guides/3mla.pdf">http://www.calstatela.edu/library/guides/3mla.pdf</a>	

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
4	Sept 8 Sept 10	Drafts of Essay # 1 due BRING 3 COPIES TO CLASS ESSAY # 1 DUE Begin POETRY
5	Sept 15 Sept 17	Poetry Poetry
6	Sept 22 Sept 24	Poetry Workday Presentations
7	Sept 29 Oct 1	Presentations Presentations Presentations
8	Oct 6 Oct 8	Presentations INFOPOWER PRESENTATION
9	Oct 13 Oct 15	
10	Oct 20 Oct 22	NO CLASS Discuss writing an annotated bibliography <a href="http://owl.english.purdue.edu/owl/resource/614/01/">http://owl.english.purdue.edu/owl/resource/614/01/</a>
11	Oct 27 Oct 29	Writing an Argument /RESEARCH EXPECTATIONS <a href="http://papyr.com/hypertextbooks/comp2/critique.htm">http://papyr.com/hypertextbooks/comp2/critique.htm</a> MUSEUM TRIP
12	Nov 3 Nov 5	Evaluating Websites INFOPOWER # 2
13	Nov 10 Nov 12	<a href="http://olinuris.library.cornell.edu/ref/research/webeval.html">http://olinuris.library.cornell.edu/ref/research/webeval.html</a> Proposals plus annotated bib due (Essay # 3) IN CLASS ESSAY # 2/revision
14	Nov 17 Nov 19	Drafts of research papers due (Essay # 4) WORK DAY
15	Nov 24 Nov 26	RESEARCH PAPERS DUE ICE #3
16	Dec 1 Dec 3	FINAL EXAM Last day of class—party!

Helpful sites:

Purdue University Online Writing Lab  
Grammar Bytes—Interactive Grammar Exercises  
10 Steps to Writing an Essay

<http://owl.english.purdue.edu/owl/>  
<http://chompchomp.com>  
<http://www1.aucegypt.edu/academic/writers/>

**11 Rules for Writers**

<http://junketstudies.com/omla/11-rules-of-writing/>

**12 Tools to Keep Your School Life Organized**

<http://www.pcmag.com/article2/0,2817,2328292,00.asp>

Tech Tools for Scholars

[http://www.insidehighered.com/blogs/library\\_babel\\_fish/tech\\_tools\\_for\\_scholars\\_the\\_sequel](http://www.insidehighered.com/blogs/library_babel_fish/tech_tools_for_scholars_the_sequel)

Audience Analysis

<http://papyr.com/hypertextbooks/comp1/audience.htm>

Coherence and Unity

<http://papyr.com/hypertextbooks/comp1/coherent.htm>

Proofreading

<http://writing.wisc.edu/Handbook/Proofreading.html>

Varying Sentence Structure

<http://owl.english.purdue.edu/owl/resource/573/01/>

We will complete this in class.

Week	Date	Topics, Readings, Assignments, Deadlines
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<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
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Final Exam		Venue and Time