

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 12, Spring 2015**

**Instructor:** Sally Ashton, MFA  
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**Email:** sally.ashton@sjsu.edu  
**Office Hours:** T/Th 1-2 p.m. and by appt.  
**Class Days/Time:** T/Th 10:30-11:45am  
**Classroom:** BBC 128  
**Prerequisites:** EPT of 147 or higher, passage of LLD 1 or 2  
**GE Category:** Written Communication A2

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU .

**Course Description**

**Section 12:** Below you will find the course description that is common to every English 1A class. This paragraph describes our particular section. In section 80 we will pursue the stated 1A goals through process-focused writing with much time spent at writing exercises and assignments in and out of class in the proscribed journal. You will often work in a small-group setting during class time sharing ideas, writing, and presenting to the class.

**All Sections:** English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Students will be introduced to citing sources.

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

**Course Goals and Student Learning Objectives**

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).

### **Student Learning Objectives for GE Area A2**

Students shall

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

### **Information available online**

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

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

**Required Texts: ALL TEXTS MUST BE THE REQUIRED EDITION.**

- **SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>) THIS IS THE REQUIRED EDITION! All page assignments follow this edition only.

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

- ***The Curious Writer: Concise Edition***. Fourth Edition; Bruce Ballenger

ISBN 0-205-87664-1

- **Class handouts and printouts** from class website as per my instruction

**Required materials**

**LearningCurve: If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)**

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

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

- 1 Mead Composition Book, **College Ruled**. No other journals accepted.
- *American Heritage College Dictionary*. Paperback. Or similar portable text.
- 4+ yellow books (1 for diagnostic, 3 for in-class essays)
- **Stapler** (all papers *must* be brought to class stapled)
- 1 double-pocket folder
- Regular internet access
- The ability to print 5 copies of assignments for workshop, often 20pages/workshop.

All Bulleted Items are REQUIRED to participate in this class.

## Classroom Protocol

Come to class on time or not at all; don't check your texts while in class; use common sense and courteous behavior. Please do not eat in class.

**Be Fully Present. No electronic devices are to be on/used/visible during class.**

Infractions will result in being dismissed from class at my discretion.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to 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>.

**Writing: (SLO #1-5)** 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 three essays shall be written in class.

**In-Class Essays** (3) approx. 800+ words each: (20% final grade) (SLO #1-5)

**Out of Class Essays** (3); minimum 1000 words each: (50% final grade) (SLO #1-5)

#1 Literacy Narrative

#2 Personal Essay

#3 Writing a Proposal for Two Audiences

**Final:** Reflective Analysis Essay, minimum 1000-1200 words: (10% final grade)

**Journal: (SLO# 1, 2, 4)** As specified below, points accrued: Minimum 1000 words (10% of final grade)

- In-class self-assessment, reading responses, and/or directed exercises involving prewriting, organizing, and revision will comprise part of each day. Bring your Composition Book to every class.

**Participation:** *In-class participation* in English 1A is **required**. It is rare that students who miss several classes pass the class. Much of your grade is based on activities that will be taking place in class. All Journal writing assignments are considered part of your participation grade as are all workshop dates. (10% of final grade)

- **Workshops (SLO# 1, 4, 5)** are an important component of the writing process and your final essay grade. You will bring **5 copies**(or as instructed) to class on the workshop date in order to participate. You will turn in critiqued copies with final essay as instructed: SAVE them. *If you miss a workshop, your essay will be graded down.* I have zero-tolerance for late arrival on workshop days: You Will Be Asked to Leave.

- **Reading: (SLO# 1, 3, 4)** English 1A is a reading-based course. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, all or most of the assigned essays will be related to readings. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Journal Responses prepared to discuss them in class. Occasionally, there may be reading quizzes. All readings in this course address diversity and contribute to effective writing strategies. ALWAYS bring your text to class.
- **Oral Presentation: (SLO# 4).** Each student will give an oral presentation as part of their final Reflective Analysis essay the day of the University Final.
- **Quizzes: (SLO# 2, 3)** Occasional quizzes will be based on current writing and/or reading discussions. Quizzes must be taken in class and cannot be made up. Unannounced quizzes may be given at my discretion.
- **Individual Conference** One conference with me by appointment is mandatory for each student. **(Participation; SLO# 1-4)** Time tbd.

Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. In-class exercises and quizzes also make up the participation grade:

- A –fully engaged; provides regular and helpful questions and comments
- B –active listening; occasional, pertinent questions and comments
- C –attentiveness questionable, little questions or comments posed
- D –unprepared for class, disengaged
- F –regularly absent, both physically and mentally

**Grammar: (SLO #5)** Basic grammar is a major component of essay grades. It is your responsibility to complete all grammar exercises assigned and to seek additional support in the *Everyday Writer* text, *Learning Curve*, through LARC, or the [Writing Center](#).

#### **Final Assignment: (SLO# 1-5).**

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

Late Work. Late work receives a reduction of 1 grade if turned in the next class session. Otherwise, while you must turn every essay in to pass the course, it will be graded an “F.” **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. **If** you are sick or have to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. **For** extenuating circumstances, I must be contacted *before* the due date to consider an extension.

No Work by Email. No work in my mailbox. No exceptions. I do not accept work by email or in my campus mailbox. If you need to miss a class session, ask a classmate to turn in your classwork and to collect handouts and assignments for you. Otherwise, turn in the paper as “late” next class session.

Your Responsibility If You’re Absent. If you miss class, contact a classmate to get notes, assignments, etc. It is your responsibility to figure out what’s going on and to show up prepared the next class session. Please do not ask me to do extra things for you if you choose not to come to class.

**Always bring your journal and required text to class.** These are required for participation. If you’re not prepared to contribute to the class, be prepared to be asked to leave for the day.

**Homework format:** (this includes all Essays, and any work outside the Journal)

- \* All work must be typed, double spaced
- \* Use a 12-point Times Roman font
- \* Use standard MLA essay and heading format. (*Curious Writer* pg 312).
- \* Papers must be single-sided for the teacher (but copies for classmates for peer revision may be double-sided)
- \* Staple your papers BEFORE class. I do not accept unstapled work.(no paper clips, bent corners)

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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Grading Policy

**Grading:** A-F. This class must be passed with a C or better to move on to CORE GE Area A3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

**This course must be passed with a C or better as a CSU graduation requirement.**

Letter Grade	Grade Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7

D+	1.3
D	1.00
F	0.0

- 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.

A word about how I approach grading: I start looking at every composition by asking if it satisfies the requirements of the assignment. If it does, it will earn a satisfactory grade: **C**. If it does not satisfy the requirements, then the grade slides down to D or F. If the composition does more than simply satisfy the requirements, then the grade slides up to A or B. I will complete a scoring rubric with each graded essay.

**Academic integrity: In a word, PLAGIARISM: DON’T DO IT**

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. **If you plagiarize**, you will fail the assignment and possibly the course.

Furthermore, 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/>.

## University Policies

### 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 **written 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.”
  - 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.”

### 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 (Optional)

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 (Optional)**



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.

### **SJSU Peer Connections (Optional)**

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.

### **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>

## English 1A Section 12, Spring 2015, Course Schedule

PLEASE NOTE: Subject to change with advance notice from me given in class and follow-up email. Check daily.

Syllabus is open for adjustment at midterm at my discretion.  
If you are planning around post-midterm dates, see me as soon as possible.

*Curious = Curious Writer; EW = Everyday Writer*

Date	Homework Readings, Assignments DUE this date	Topics and Considerations
Th 1/22	Come to class ready to . . . . . Buy all required texts for Thursday's homework. EMAIL ME with your preferred email address(pts)	Roll! Course Introductions Syllabus Review Student Questionnaire
Tu 1/27	Bring all required materials today. 3X5 picture ID card Reading: <i>EW</i> pp. 12-17; <i>Curious</i> Chapter 1pp. 3-19 Journal: <i>Curious</i> Exercises 1.1, 1.2, & 1.4 (step one only)	Text review Writing as a Process: Discussion and in-class writing. 1.3 Videos: (take notes) Writing expectations and situations Instructions for IC Essay #1: Diagnostic
Th 1/29	Reading: <i>Curious</i> Chapter 1 pp. 22-36(skip cell phone); <i>EW</i> pp 4-12 Journal: <i>Curious</i> Exercises 1.5 & 1.7 List: <i>EW</i> What are your top errors? BRING: Yellow book, dictionary, pens, Journal with completed exercises	<b>IC Essay #1 Diagnostic</b> p. 36
Tu 2/3	Reading: <i>Curious</i> p. 37 & Chapter 2, pp. 38-49 Journal: Exercises 2.2 and 30 Indispensable Tips response(via email)	Reading as Inquiry: Discussion and in-class writing Ch. 1 review; Top Twenty Video: <i>Bard Behind Bars I</i> (take notes) Return Essay; Post-essay discussion <b>Volunteer Small Group Coordinators</b>
Th 2/5	Due: Typed IC #1, one copy WITH word count at bottom. Reading: <i>Curious</i> Chapter 2, pp. 50-62(skip ex. 2.4); <i>EW</i> 92-93 <b>Journal:</b> pp. 57- 60 Exercise 2.5 Step 1-4.	Assign <u>OC Essay #1: Literacy Narrative</u> Openings SMALL GROUPS
Tu 2/10	Reading: <i>Curious</i> p. 62-66 Journal: 2.6 # 1, 2, & 4	Reading as Process: Discussion and in-class writing Literacy narratives, Peer Review discussion;

Th 2/12	DUE: 5 copies(total) of Literacy Memoir complete Draft with Word Count Reading: <i>Curious</i> p. 96 Workshopping the Draft. <i>EW</i> 93	<b>Workshop:</b> Groups of 5, assigned Conclusions
Tu 2/17	<b>OC Essay #1 DUE</b> Reading: <i>Curious</i> p. 67 & Chapter 3 pp. 69-73 & p.78-81 Journal: p.81 “Inquiring Into the Essay” #2 & 4	Workshop Review: Discussion & writing; Chapter 2 review. Writing a Personal Essay: Discussion and in-class writing: Listing, Fastwriting Small groups. JOURNAL self-check
Th 2/19	Reading: Personal Essay PRINTOUT from email PDF. Read intro & “Spare Change” Journal: RR 1-3	Understanding Narratives: Discussion, Scene, dialog, action, detail In-class writing; QUIZ
Tu 2/24	Reading: Personal Essay “When Dreams take Flight” AND <i>Curious</i> pp. 82-88 Journal: RR # 1, 2, 3, 6 p. 86 Visual Prompts #1, 2, 3, 4.	Personal Essay: Topics and techniques Discussion, writing, small groups SIGN UP for midterm conference time.
Th 2/26	Reading: <i>Curious</i> pp. 89-92 “Narrowing Down” Journal: p. 88 “What’s Promising Material” all 3 points. <b>Choose a topic for today’s IC essay.</b> THEN answer p. 90 “Questions for Reflection” dots 1-3	<b>IC Essay #2</b> Draft 1, Personal Essay BRING: Yellow book, dictionary, pens. Journals will NOT be used for this draft.
Tu 3/3	Reading: Personal Essay “Muscle Mystique” AND <i>EW</i> 401-414 & 432 <i>EW</i> 78-93 Journal: RR 2, 4, 5, 7	Description and Reflection Grammar Issues: Punctuation : ; , Paragraphs Assign <b>OC Essay #2</b>
Th 3/5	DUE: Typed original IC # 2 with word count: See Instructions Reading: <i>Curious</i> 92-97 Journal: p. 93 “Evaluating Your Own Sketch” #1-4.	<b>Workshop:</b> Draft 1 Flash Review In-class Journal writing <b>QUIZ:</b> Punctuation : ; ,
Tu 3/10	<b>MIDTERM : Journal DUE</b> PLEASE NOTE: Syllabus open for revision at midterm at my discretion.	CONFERENCES: Sign up for 10 minute slot. tbd Appointments held <b>in my office, FO 222</b>
Th 3/12	DUE: 5 copies(total) of Personal Essay complete draft Reading: <i>Curious</i> pp. 97-98; Journal: p. 98 “Polishing the Draft”: freewrite paragraph: Which checkmarks are you still concerned with?	<b>Workshop</b>

Tu 3/17	<b>OC Essay #2 DUE</b> Reading: <i>Curious</i> Chapter 5 pp. 137-146 Journal: p. 146 #1 & 2	Assign OC #3 <b>Proposing a Solution</b> In-class writing <i>COMP</i> Handout; <i>Spartan Daily</i>
Th 3/19	Your OC #3 Topic is DUE Reading: <i>Curious</i> 152-155 Journal: <i>Curious</i> p. 153-154 Listing AND Fastwriting Prompts AND <i>Spartan Daily</i>	Writing To Make Something Happen in the World. Identifying a problem: topics, stance, audience Discussion, in-class writing (156-158)
<b>WOW</b>	SPRING BREAK/CAESAR CHAVEZ DAY HOLIDAYS!!	March 23-Tuesday March 31 (Classes in session Monday, March 30)
Th 4/2	DUE: 2 copies(total) OC #3 Proposal Part 1 with word count 900+ Read <i>Curious</i> pp. 158- 163 <b>Journal:</b> p.162 Methods of Development: All Bullets	<b>Flash Workshop;</b> In-class writing
Tu 4/7	DUE: 5 copies(total) OC #3 Proposal Read <i>Curious</i> 163-168 <b>Journal:</b> TBA Afternoon Office Hours 1-3pm	Group WORKSHOP: Leads; Support <b>QUIZ</b> Proposal
Th 4/9	No Class Meeting	Develop and Edit Proposals
Tu 4/14	<b>OC Essay #3 Part 1 Due Formal Proposal</b> (word count 900+) <b>2 copies</b> Before composing: Read <b>Revising</b> p. 164- 165, AND 165-168, "Student Essay"; Journal: 165 "Polishing" Bullets.	Discuss OC #3 Part 2 Audience/Evaluating student essay <i>Spartan Daily</i> In-class writings
Th 4/16	Reading: <i>Curious</i> Ch. 6 pp. 171- 178 Journal: p. 178 ex. 6.1 Step 1, 2, 3	Discussion Handout "More Sources Needed" Understanding/Evaluating Arguments Anonymous Questions.
Tu 4/21	DUE: One copy(total) of <b>Part 2 Proposal</b> complete draft(300+) stapled to a blank piece of paper. Reading: <i>Curious</i> pp. 293-302 Journal: 9.1 #3	<b>Workshop:</b> FLASH Citing Sources and Plagiarism In-class writing
Th 4/23	<b>OC #3 Part 2 Due</b> (word count 300+) Reading: <i>Curious</i> pp. 180-185 and 191-193 Loye Young Journal: p. 193 Inquiring #1-4	Citing Sources and Plagiarism In-class writing Summarize essay; Paraphrase par. 1; Choose one quote
Tu 4/28	Reading: <i>Curious</i> p. 191-193 Loye Young BRING: Yellow book, dictionary, pens	<b>IC Essay #3</b>
Th 4/30	Catch up on Journal. Review Argumentation.	<b>Journal Self check.</b> In-class work/Introduce Reflective Analysis Prompt/portfolio guidelines <b>QUIZ</b> Argumentation

Tu 5/5	<p>Reading: In-class Handouts</p> <p>Journal: In-class</p> <p>DUE: Portfolio Artifacts(graded essays, grade rubrics, Journal)</p>	<p><b>Writing Lab:</b> Essay #4: Reflective Analysis –</p> <p>Rhetorical devices and critical thinking skills for personal reflection</p>
Th 5/7	<p>Bring PROMPT; Choose TWO AREAS on which to reflect.</p> <p><b>Read</b> EW. p.70-74, Review “Make a Plan.”</p> <p><b>JOURNAL:</b> CREATE a formal outline as per EWp. 74</p>	<b>IC Essay #4</b>
Tu 5/12	<p><b>LAST DAY OF CLASSES</b></p> <p><b>JOURNAL DUE</b></p> <p>DUE: 5 copies(total) Reflective Analysis Due</p> <p>Reading: <i>Curious</i> pp. 213 “Revising the Draft” section</p> <p>Journal: p. 215 answer each bullet as described.</p>	<p><b>WORKSHOP</b></p> <p><b>Review IC#3</b></p> <p>Journal: <b>Final entry:</b></p>
Th 5/21 7:15-9:30 A.M.	<p><b>UNIVERSITY FINAL DATE</b></p> <p><b>OC #4 Reflective Analysis Due</b></p>	<p>Wrapping it up....</p> <p><b>Oral Presentations(50 points)</b></p>
	<i>Have a Wonderful Holiday!</i>	<i>Relax! Enjoy~</i>