

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 11, Spring 2015**

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<b>Office Hours:</b>	Tuesdays 10:45 – 11:45 ; By Appointment
<b>Class Days/Time:</b>	Tuesdays/Thursdays 7:30 a.m. – 8:45 a.m.
<b>Classroom:</b>	Boccardo Business Center (BBC) 124
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent
<b>GE Category:</b>	Written Communication C3

**Please read this “Green Sheet” carefully as it is your “Course Contract.” You will be expected to know and to comply with all policies, protocols, and practices as outlined below.**

**Faculty Web Page and MYSJSU Messaging (Optional)**

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 (or other communication system as indicated by the instructor).

**Course Description**

English 1B is the second course in SJSU’s two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

**Course Goals and Student Learning Objectives**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.

- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).
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<b>Studies Learning Objectives (LOs)</b>	
Upon successful completion of this course, students will be able to:	
<b>Learning Objective 1 (SLO1)</b>	Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.
<b>Learning Objective 2 (SLO2)</b>	Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.
<b>Learning Objective 3 (SLO3)</b>	Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.
<b>Learning Objective 4 (SLO4)</b>	Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.
<b>Learning Objective 5 (SLO5)</b>	Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.
<b>Learning Objective 6 (SLO6)</b>	Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

### 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/Readings

**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/>)

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>

### Other Materials

- ✿ *Gender Roles: A Cross Cultural Perspective*. Boston: Cengage Learning, 2013  
**ISBN: 13: 978-133-94114-9**  
<http://yourshot.nationalgeographic.com/>
- ✿ Süskind, Patrick. *Perfume: The Story of a Murderer*. New York: Vintage, 1986. Print.  
**ISBN: 978-0-375-72584-5 (pbk)**
- ✿ “Perfume: The Story of a Murderer” (Movie), Director Tom Tykwer
- ✿ Friend, Carol E., Knight, Laura D., and Glazier, Teresa Ferster. *The Least You Should Know About Vocabulary Building (7th Edition)*. Boston: Wadsworth, 2005.  
**ISBN: 13: 978-0-495-91695-6**
- ✿ **Learning Management Tool: Canvas**

### Student Choice of Reading from:

- ✿ <http://www.nytimes.com/pages/todayspaper/index.html>
- ✿ <http://library.calstate.edu/sanjose/> (Articles and Databases)

### Other Resources and Material Requirements

A dictionary, rhetoric or rhetoric/reader, and handbook are appropriate materials for English 1B.

- ✿ College-level Dictionary /Thesaurus
- ✿ 3-Holed Lined Paper – for in-class writing
- ✿ Examination Booklets – Final Examination
- ✿ Printed Hard Copies of Assigned Articles

### Library Liaison

English & Comparative Literature  
Toby Matoush  
Phone: (408) 808-2096  
Email: toby.matoush@sjsu.edu

### Classroom Policies, Protocols, and Procedures

- ✿ **NO in-class work can be made up**
- ✿ **NO late papers will be accepted**
- ✿ **NO late homework will be accepted**
- ✿ **NO work will be accepted via email**
- ✿ Out-of-class papers will follow MLA or APA standards (Ask!)
- ✿ Poorly presented papers will be returned unread with a grade of “NC”
- ✿ Work suspected of plagiarism will be returned with a grade of “NC”
- ✿ All homework and papers will be turned in at the beginning of class time
- ✿ Course success depends upon good attendance, preparedness, completion of reading assignments, and class participation.
- ✿ All cell phones will be turned **OFF/Silent Mode** during class time
- ✿ NO texting in class – if caught points will be taken away if becomes a problem
- ✿ All students must follow the English departmental policies
- ✿ All students must follow the SJSU policies, protocols, and procedures
- ✿ **You are responsible for understanding the policies, protocols, and procedures about add/drops, academic renewal, withdrawal**

### 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>.

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.”

## **Course Content**

### **Writing**

In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors.

### **Reading**

The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

### **Research**

English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

### **Credit Hours: Estimation of Per-Unit Student Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical *practica*. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Recording policies**

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 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.

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.

**Dropping and Adding**

Students are responsible for understanding policies and procedures - add/drop, grade forgiveness. The [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section: <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located: [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available: <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/>.

<b>Final Grade Will Be Determined As Follows:</b>	<b>Total</b>
○ 2 In-class Essays – Including Diagnostic Essay (10%/100points each)	20%/200 Points
○ 1 Revised In-class Essay w/ research (10%/100 points)	10%/100 Points
○ 1 Group Oral Presentation w/ research (20%/200 points)	20%/200 Points
○ 1 Research Paper (20%/200 Points each)	20%/200 Points
○ Final Exam (200 Points)	10%/100 Points
○ Participation/Homework* (200 Points)	20%/200 Points
○ <i>Extra Credit – Maximum 100 Points Applied to Participation Points – at no point can extra-credit points be used in lieu of an assignment</i>	

<b>Essential Projects</b>	<b>% Overall Points</b>	<b>SLOs</b>
1. In-class Writing; In-class Workshops	200	1 – 6
2. Critical Analysis and Writing	200	2 – 5
3. Scholarly Research and Writing	300	2 – 5
4. Oral Communication	200	1 – 6
5. Competency Assessment (Testing / Quizzes)	100	-
<b>TOTAL POINTS</b>	<b>1000</b>	
<i>Extra Credit – Maximum 100 Points Applied to Participation Points – at no point can extra-credit points be used in lieu of an assignment</i>		

**Assignment Schedule**

A detailed schedule of assignments and activities is attached. Days listing readings means **you need to read the assigned pages PRIOR** to class. Occasionally, the schedule may change with **fair notice**, so please keep informed.

**\*\*Participation** is defined as including unannounced quizzes and writing exercises, unannounced in-class writing assignments and projects, and class conversation/discussion groups.

**English 1B Grading: A – F / Points 1000 - 0**

*The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.*

Points Framework – Maximum 1000								
<b>A</b>	=	930 plus	<b>B-</b>	=	800-829	<b>D+</b>	=	670-699
<b>A-</b>	=	900-929	<b>C+</b>	=	770-799	<b>D</b>	=	630-669
<b>B+</b>	=	870-899	<b>C</b>	=	730-769	<b>D-</b>	=	600-629
<b>B</b>	=	830-869	<b>C-</b>	=	700-729	<b>F</b>	=	600 minus

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

**Academic Standards for Assessment**

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 of 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 weakness 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.

*University Policies*

**Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at SJSU.

Find the [University’s Academic Integrity Policy](http://www.sjsu.edu/senate/S07-2.htm) at <http://www.sjsu.edu/senate/S07-2.htm>, which 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.

Find the Student Conduct and Ethical Development website at <http://www.sa.sjsu.edu/judicialaffairs/index.html>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability. For more information, please contact the office at (408) 924-6000 (v) or (408) 924-5990 (TTY).

### **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)**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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.

**Calendar and Course Schedule ~ English 1B, Composition II – Spring 2015**

*Assignment Schedule:*

1. *A detailed schedule of assignments and activities is stated above;*
2. *Days listing readings means you need to read the assigned pages PRIOR to class; and*
3. *Occasionally, the schedule may change with fair notice, so please keep informed.*

Week / Dates / Topics	Readings, Assignments, Deadlines <i>See the world - Notice the world ....</i>
<b>Week 1</b> 1/19 – 1/23 Introductions	<b>Wednesday 1/21 Spring Semester Begins</b> <b>Thurs 1/22 First Day of Instruction;</b> Introductions; Schedule and Green Sheet Overview; Assignment Overview Sheet; Explanation of Canvas; “Hard Copies” [HC]; Library Support; Signature of the “Contract”; Extra-credit Policy
<b>Week 2</b> 1/26 – 1/30 Writing for College and Beyond	Vocab: Pages 1-10 (Take Preliminary Test) <i>Before In-class Essay</i> <b>Lunsford (AAL): “Top Twenty”</b> (pgs 3-12) <i>Before In-class Essay</i> <b>Tuesday Jan 27 Diagnostic Essay #1</b> (5%/50 points) <b>750 words – SLOs 1, 2, 3</b>  <b>Thursday Jan 29 AAL:</b> “Expectations for College Writing”
<b>Week 3</b> 2/2 – 2/6 Research Basics Critical Reading & Analyzing Arguments	<b>Tuesday Feb 3 Class Discussion</b> <b>AAL:</b> “Critical Reading” (pgs 129-143) <b>Gender Roles</b> “Preface” (pg vi-vii)  <b>Thursday Feb 5</b> <b>AAL:</b> “Analyzing Arguments” (pgs 143-161) In-class writing (Develop Your Personal Research Topic/ Plan) Sign-up Sheets – Choose Groups and Teams for Projects Vocab: Pages 11-19 (Do all exercises in text – Journal writing optional)
<b>Week 4</b> 2/9 – 2/13 Academic Sources MLA Format	<b>Tuesday Feb 10</b> <b>Gender Roles</b> “The King Herself” (pgs 2-13) <b>AAL:</b> “Evaluating Sources ...” (pgs 193-223) Peer Work on Research – Choosing a focus  <b>Thursday Feb 12 MLA Scavenger Hunt Begins</b> <b>AAL:</b> MLA Documentation (pgs 457-511) <b>AAL:</b> “A Student Research Essay, MLA Style” (pgs 501-511) Vocab: Pages 20-27 (Do all exercises in text – Journal writing optional)
<b>Week 5</b> 2/16 – 2/20 Consolidating Research Content  First Oral Presentation	<b>Tuesday Feb 17 MLK Library – Room 125 = Research Session</b> <b>Arts and Humanities database navigation: JSTOR</b> <a href="http://libguides.sjsu.edu/content.php?pid=59467&amp;sid=498005">http://libguides.sjsu.edu/content.php?pid=59467&amp;sid=498005</a> <i>Read and prepare before library session</i>  <b>Thursday Feb 19 Gender Roles</b> “Cholitas Fight Back!” <b>Oral Presentation #1 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (20%/200 pts)</b> <b>In-class reading and writing</b> Vocab: Pages 28-35 (Do all exercises in text – Journal writing optional)
<b>Week 6</b> 2/23 – 2/27	<b>Tuesday Feb 25</b> <b>In-class Essay #2</b> (5%/50 points) <b>750 words – SLOs 1, 2, 3, 6</b> <b>Thursday Feb 26 Gender Roles</b> “Himba: Consulting the Past, Diving the Future” <b>Oral Presentation #2 – 2-3 pages (750-1000 words) SLOs 1, 5 (20%/200 pts)</b> <b>In-class reading and writing</b> Vocab: Pages 36-47 (Do all exercises in text – Journal writing optional)

Week / Dates / Topics	Readings, Assignments, Deadlines <i>See the world - Notice the world ....</i>
<b>Week 7</b> 3/2 – 3/6 Research Paper – Editing Workshop	<b>Tuesday Mar 3 Conferences</b> Self-Assessment Exercises – In-class workshop  <b>Thursday Mar 6 Gender Roles</b> “Anatomy of a Burmese Beauty Secret” <b>Oral Presentation #3 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (20%/200 pts)</b> <b>In-class reading and writing</b> Vocab: Pages 48-55 (Do all exercises in text – Journal writing optional)
<b>Week 8</b> 3/9 – 3/13 Literary Analyses	<b>Tuesday Mar 10 Süskind: Part One</b> (pgs. 3 – 65) /Class Discussion #1 Süskind (pgs 67 – 111) / Class Discussion #2  <b>Research Paper First Draft Due</b> – Hard Copy (250-500 words minimum) In-class Peer Workshop  <b>Thursday Mar 12 Gender Roles</b> “The Turkish Republic Comes of Age” <b>Oral Presentation #4 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (20%/200 pts)</b> <b>In-class reading and writing</b> Vocab: Pages 56-69 (Do all exercises in text – Journal writing optional)
<b>Week 9</b> 3/16 – 3/20 Book Reviews	<b>Tuesday Mar 17 Süskind</b> (pgs 67 – 111) / Class Discussion #2 Self-Assessment Exercises – In-class exercises  <b>Thursday Mar 19 Gender Roles</b> “Necessary Angels” <b>Oral Presentation #5 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (10%/100 pts)</b> <b>In-class reading and writing</b> Vocab: Pages 70-81 (Do all exercises in text – Journal writing optional)
<b>Week 10</b> 3/23 – 3/27 <b>SPRING BREAK</b>	<b>NO CLASS MEETINGS</b> <b>Tuesday 3/24 and Thursday 3/26</b> ~ <i>Watch movie: “Perfume: The Story of a Murderer”</i>
<b>Week 11</b> 3/30 – 4/3 Book/Movie Reviews	<b>Tuesday Mar 31 – Cesar Chavez Day – Campus Closed</b>  <b>Thursday Apr 2 Gender Roles</b> “Women of Saudi Arabia” <b>Oral Presentation #6 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (20%/200 pts)</b> <b>In-class reading and writing</b> <b>Revised Essay #1 Due</b> (5%/50 points) 1000-1250 words – SLOs 1, 2, 3, 5, 6 Vocab: Pages 82-95 (Do all exercises in text – Journal writing optional)
<b>Week 12</b> 4/6 – 4/10 Research Paper Proposals	<b>Tuesday April 7 Süskind</b> (pgs 113 – 162) / Class Discussion #3 <b>Movie Discussion: “Perfume: The Story of a Murderer”</b> (Watch the movie in its entirety <i>before</i> class meeting) Book and Movie Critical Review <i>Draft</i> Due Self-Assessment Exercises – In-class exercises <b>MLA Scavenger Hunt Due</b>  <b>Thursday April 8 Gender Roles</b> “Women at Work” <b>Book and Movie Critical Review Due (2 pages, 500 words)</b> <b>Oral Presentation #7 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (20%/200 pts)</b> <b>In-class reading and writing</b> Vocab: Pages 96-111 (Do all exercises in text – Journal writing optional)

<b>Week / Dates / Topics</b>	<b>Readings, Assignments, Deadlines</b> <i>See the world - Notice the world ....</i>
<b>Week 13</b> 4/13 – 4/17  April 4 Passover April 5 Easter	<b>Tuesday April 14</b> Süskind: (pgs 165 – 247 / pgs 251 - 255) /Class Discussion #4 In-class reading and writing <b>Research Paper Second Draft Due</b> – Hard Copy (750 – 1000 words minimum)  <b>Thursday April 16</b> <i>Gender Roles</i> “Mount Athos” <b>Oral Presentation #8 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (20%/200 pts)</b> In-class reading and writing Vocab: Pages 112-125 (Do all exercises in text – Journal writing optional)
<b>Week 14</b> 4/20 – 4/24 Research Paper – Peer Workshop	<b>Tuesday April 21</b> In-class reading and writing Special issues with research paper Peer Review and Workshop  <b>Thursday April 23 –</b> <i>Gender Roles</i> “Sicily the Three-Cornered” <b>Oral Presentation #9 – 2-3 pages (750-1000 words) SLOs 1, 5, 6 (20%/200 pts)</b> In-class reading and writing Vocab: Pages 126-133 (Do all exercises in text – Journal writing optional)
<b>Week 15</b> 4/27 – 5/1	<b>Tuesday April 28</b> In-class reading and writing Special issues with research paper Peer Review and Workshop  <b>Thursday April 30</b> <i>Gender Roles</i> “The Making of an Astronaut” <b>Oral Presentation #10 – 2-3 pages (750-1000 words) SLOs 1, 5,6 (20%/200 pts)</b> In-class reading and writing Vocab: Pages 134-145 (Do all exercises in text – Journal writing optional) <b>Vocabulary Book – Completed and Due</b>
<b>Week 16</b> 5/4 – 5/8	<b>Tuesday May 5</b> Final Peer Workshop on Research Paper Self-Assessment Exercises – In-class exercises  <b>Thursday May 7</b> <b>Research Paper Due</b> SLOs 2, 3, 4, 5, 6 – 1750-2000 words (20%/200 points)
<b>Week 17</b> 5/11 – 5/15	<b>Tuesday May 12</b> <i>Last Day of Campus Instruction</i> In-class reading and writing
<b>Final Exam</b>	<b>TBD</b>

**Text Guide:**

**AAI:** Lunsford, *The Everyday Writer*;

**Gender Roles:** *National Geographic Learning* and <http://yourshot.nationalgeographic.com/>;

**Vocab:** *The Least You Should Know About Vocabulary Building*; and

**Süskind:** *Perfume: The Story of a Murderer*

## Spring 2015

Thursday.....	January 1.....	New Year's Day - Campus Closed ( <b>N</b> )
Monday.....	January 19.....	Dr. Martin Luther King, Jr. Day - Campus Closed ( <b>K</b> )
Wednesday.....	January 21 .....	Spring Semester Begins
Wednesday.....	January 21 .....	Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences ( <b>P</b> )
Thursday.....	January 22.....	First Day of Instruction – Classes Begin
Tuesday.....	February 3 .....	Last Day to Drop Courses Without an Entry on Student's Permanent Record ( <b>D</b> )
Tuesday.....	February 10 .....	Last Day to Add Courses & Register Late ( <b>A</b> )
Wednesday.....	February 18 .....	Enrollment Census Date ( <b>CD</b> )
Monday-Friday.....	March 23-27 .....	Spring Recess ( <b>*SPRING RECESS*</b> )
Tuesday.....	March 31.....	Cesar Chavez Day - Campus Closed ( <b>CC</b> )
Wednesday.....	May 13.....	Last Day of Instruction – Last Day of Classes
Thursday.....	May 14.....	Study/Conference Day (no classes or exams) ( <b>SC</b> )
Friday.....	May 15.....	Final Examinations ( <b>exams</b> )
Monday-Thursday.....	May 18-21.....	Final Examinations ( <b>exams</b> )
Friday.....	May 22.....	Final Examinations Make-Up Day ( <b>MU</b> )
Saturday .....	May 23.....	Commencement ( <b>C</b> )
Monday .....	May 25.....	Memorial Day - Campus Closed ( <b>M</b> )
Tuesday.....	May 26.....	Grade Evaluation Day ( <b>E</b> )
Wednesday.....	May 27 .....	Grades Due From Faculty - End of Spring Semester ( <b>G</b> )
Wednesday.....	May 27.....	End of Academic Year

\*Subject to change based on factors beyond campus control

\*\*To obtain an electronic copy of this calendar and other AY Calendars, please visit\*\*

[http://www.sjsu.edu/provost/Academic\\_Calendars/](http://www.sjsu.edu/provost/Academic_Calendars/)

**Contract Agreement: Any composition class requires a substantial amount of reading, critical thinking, researching, writing, revising, editing, and proofreading; albeit, your qualitative and quantitative composition will depend upon your personal commitment to working hard in this class. . . . therefore:**

“With my signature below I hereby state that I commit to work hard, and I affirm that I have read and understood the English 1B “Green Sheet” Contract\* in its entirety. Thus, I agree to comply and adhere to the Policies as outlined in the following English 1B documents [please acknowledge each document read and understood]:

- Green Sheet
- Class Schedule

If I cannot follow these guidelines for any reason, I will contact Professor Jacoby as soon as possible.”

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Printed Name \_\_\_\_\_

Please return your completed form to Professor Jacoby by Thursday, January 29 (at the beginning of the class period).

*\*If you have any questions, please ask prior to signing this document. Thx.*