

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 37, Fall 2016

Course and Contact Information

Instructor:	Owen Sonntag
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Office Hours:	Mondays, 5:45 – 6:45 PM; Wednesdays, 3:00 – 4:00 PM; and by appointment
Class Days/Time:	Mondays/Wednesdays, 1:30 – 2:45 PM (MW 1330 – 1445)
Classroom:	Boccardo Business Center (BBC) 123
Prerequisites:	Directed Self-Placement
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Canvas Course Pages and MySJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. We will also use Canvas for various discussions and for assignment submissions. Important announcements and additional materials will also be posted on Canvas and distributed via email. You are responsible for regularly checking the Canvas course pages and your email account associated with the MySJSU messaging system.

ENGL 1A Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: Writing assignments will give you 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 you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

ENGL 1A Course Requirements and Assignments

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

Assignments Table (Table 1) – Assignment Details Subject to Change with Reasonable Notice

Assignment	Word Count	GELO	Percentage of Grade
Paper 1, “This I Believe” Essay	2 page personal essay with multimodal component (Rough Draft: 250 words; Final Draft: 500 words)	GELO 2, 3, 4, 5	15%
Paper 2, Persuasive Argument (with Comparative Analysis) on Identity	4–5 page analysis & argument (Rough Draft: 1000 words; Final Draft: 1250 words)	GELO 1, 2, 3, 4, 5	20%
Paper 3, Argumentative Essay with Research (Revision Assignment)	5–7 page major revision and expansion, to include research, of In-Class Essay Exam 2 (Rough Draft: 1000 words; Final Draft: 1500 words)	GELO 1, 2, 3, 4, 5	20%
Paper 4, Reflective Analysis Essay (Final Exam Assignment)	4–5 page reflective analysis essay (1250 words minimum)	GELO 2, 3, 4, 5	20%
In-Class Essay Exam 1	1.25 hours (@500 words)	GELO 1, 2, 3, 4, 5	5%
In-Class Essay Exam 2	1.25 hours (@500 words)	GELO 1, 2, 3, 4, 5	5%

Assignment	Word Count	GELO	Percentage of Grade
Class Participation	In-class and homework activities including writing, group work, presentations, discussions, grammar exercises, and quizzes (including regular reading quizzes)	GELO 1, 2, 3, 4, 5	7.5%
Informal Writing assignments [These will be indicated as IW in the Course Schedule and in announcements, both in class and through Canvas/email, as they are added during the semester.]	Brief writing tasks, often assigned as homework. These will include a wide range of assignments such as reading notes and summaries, outlines, paragraphs, 1-page essays, etc.	GELO 1, 2, 3, 4, 5	7.5%
Writing Sample (in-class essay)	1.25 hours (@500 words)	GELO 1, 2, 3, 4, 5	(Counts toward your Class Participation grade)
Final Presentation: Brief reflection on yourself as a writer and on the course	2-3 minute oral presentation	GELO 2, 3, 4	(Counts toward your Class Participation grade)
Total			100%

Final Assignment

Instead of a final exam, you will write a critical reflection (Paper 4) 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. However, we will meet on the final exam date for a final, culminating experience, which will include student final presentations.

Required Texts

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford [Indicated as *EW* in course schedule]. You can access this textbook through Canvas under “Writer’s Help 2.0”; you will not need a separate print copy, although you are welcome to obtain one if you wish.

Bullock, Richard. *The Norton Field Guide to Writing*. 4th ed. New York: Norton, 2016. Print. ISBN: 9780393264357 [Indicated as *NFG* in course schedule]

E-Book or Digital Rental: You are strongly encouraged to purchase an e-book or digital rental of this textbook, because you will mainly be using it on your own (rather than using it during class meetings). You can purchase the e-text directly through the publisher [here](http://books.wwnorton.com/books/webad.aspx?id=4294991900) (<http://books.wwnorton.com/books/webad.aspx?id=4294991900>) or through VitalSource [here](https://www.vitalsource.com/products/the-norton-field-guide-to-writing-with-readings-richard-bullock-v9780393289503) (<https://www.vitalsource.com/products/the-norton-field-guide-to-writing-with-readings-richard-bullock-v9780393289503>).

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: Norton, 2013. Print. ISBN: 9780393919462 [Indicated as NS in course schedule]

E-Book or Digital Rental: While you will be better off with a print copy of this book, because we will be using it a lot during our class meetings, you are still welcome to go digital if you wish. You can purchase the e-book through the publisher [here](http://books.wwnorton.com/books/webad.aspx?id=4294975258) (<http://books.wwnorton.com/books/webad.aspx?id=4294975258>) or purchase a digital rental through VitalSource [here](https://www.vitalsource.com/referral?term=9780393923124) (<https://www.vitalsource.com/referral?term=9780393923124>)

All textbooks can be purchased at the Spartan Bookstore and, of course, through various online retailers. Be sure that any text you buy has the correct ISBN (as indicated in the listings above). Make sure you get the correct edition of each book, and be sure you buy or rent the correct version of the Norton Field Guide to Writing, in particular (don't buy/rent one of the larger versions with tons of extra readings or an extensive writing handbook!)

Required Web/Internet Readings and Online Resources:

Albert Einstein, "An Ideal of Service to Our Fellow Man" <http://thisibelieve.org/essay/16465/>
Morris Mchawia Mwavizo, "There Is Always a Way Out" <http://thisibelieve.org/essay/133302/>
Craig Newmark, "That Golden Rule Thing" <http://thisibelieve.org/essay/27137/>
Elizabeth (No last name given), "This I Believe" <http://thisibelieve.org/essay/17709/>
Christian McBride, "Be Cool" <http://thisibelieve.org/essay/22949/>

You can access the SJSU Library online at <http://library.sjsu.edu/>

Other Required Materials:

You will need to bring paper (I recommend a notebook with detachable pages) plus a supply of blue or black ink pens to class each day. You will need to bring "blue books" or "green books" (paper exam booklets) for the in-class Writing Sample assignment at our second class meeting and for all subsequent in-class essays. I strongly recommend a decent-sized folder for storing all your work during the semester: you will need to refer to previous assignments when writing your final reflection essay at the end of the course.

Recommended Materials:

You will also find a college-level English dictionary useful. You will have the option to use a print (paper) English dictionary during in-class exams.

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library
Voice: 408-808-2096; Email: Toby.Matoush@sjsu.edu
Website: http://libguides.sjsu.edu/prf.php?account_id=41843

Grading Policy

Grades given on assignments are final: they are not subject to debate or revision. That said, I will always be happy to review your work with you and explain the grade your assignment has earned—and, more important, discuss ways you can improve your work on future assignments.

Grading: A-F. This class must be passed with a **C- or better** to satisfy CORE GE Area A2. Please review the percentage ranges below for each grade you can earn in the course, including plus/minus grades. **Please note: No grades will be rounded up at the end of the semester; to earn a particular grade, your final percentage in the class must fall within the specified range. (Example: 70.1% earns you a C-; 69.9% earns you a D+)**

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. In first-year writing courses, the grading scale is generally based on the following criteria and percentages:

- A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: 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.
- B [80-82=B-, 83-86=B, 87-89=B+] = Above Average: 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.
- C [70-72=C-, 73-76=C, 77-79=C+] = Average: 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.
- D [60-62=D-, 63-66=D, 67-69=D+] = Below Average: 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.
- F [59 or less] Failure: An “F” essay does not fulfill the requirements of the assignment.

Canvas Submission (Turnitin.com) Requirement and Late Penalties

Rough drafts and final drafts of formal written assignments will be reviewed on Turnitin.com, as will most of our Informal Writing (IW) assignments, for potential plagiarism. To receive any credit on each of these assignments, you must upload an electronic copy to Canvas (no separate Turnitin.com submission is required).

If an assignment is not submitted, on time, on the day it is due, 10% of the possible points (one full letter grade) will be automatically deducted from any score the essay earns. If more than a week has passed after a due date and the assignment has not been submitted, it will not be accepted without prior instructor approval.

The *only* way to avoid late penalties is to contact the instructor in writing before the due date to explain your particular situation and to request a possible extension. Please note that any extension will be given at the instructor's sole discretion. Similarly, if you miss an in-class essay exam, any make-up exam will be offered at the instructor's sole discretion: depending on the circumstances, a grade penalty might also apply.

There is one exception to these stated penalties and procedures. Your final essay, Paper 4 (Reflective Analysis Essay), will be subject to special conditions due to the limited time frame at the end of the semester. These will be clearly specified and explained when the essay is assigned.

Please note: Any assignment not turned in or not accepted—for whatever reason—will receive a **zero**, resulting in **0%** or **No Credit** on that assignment. This applies to formal written assignments (first and final drafts), in-class essays, presentations, informal writings, quizzes, and class activities (including Canvas-based activities).

Course Grade Calculation Overview

Your final course grade will be determined based on a combination of formal written assignments, in-class essay exams, informal writing assignments, and class participation. Your letter grade will be based on your total

points earned out of a possible 1,000 points for the semester and your resulting overall percentage (see grading scale, above). Some specifics on each graded task are available in the Assignments table (Table 1) and in the Course Schedule table (Table 2). Full details on each will be provided on the Canvas course pages or during particular class meetings (in-class activities), and you will also receive assignment sheets (print copies) in class for the major assignments (Paper 1, Paper 2, Paper 3, and Paper 4) and for the in-class essays (Writing Sample, In-Class Essay Exam 1, and In-Class Essay Exam 2).

Please note: Class Participation credit will mainly be based on specific course activities, including the initial Writing Sample, group work, Canvas activities (reading quizzes, discussions, etc.), Learning Curve exercises, and Final Presentation. Your participation grade will also be determined based on your overall contribution to the course throughout the semester. Please also note that while attendance itself is not part of the grading criteria, you will have a difficult time earning participation credit if you are not present during class meetings.

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.”

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom and General Protocols

Our classroom environment is everyone’s responsibility. You are required to be courteous to your classmates and to the instructor. People sometimes forget that the classroom is a professional setting. As a rule, electronic devices such as mobile phones and laptop computers need to be put away—unless a particular activity warrants their use, in which case the instructor will clearly indicate that. Repeated use of electronic devices unrelated to classroom activities will result in your being asked to leave a given class meeting. You should also avoid coming to class late: this impacts your learning and can also be distracting for everyone else.

If an emergency arises that requires your absence from class, or you are taken ill, you would do well to contact the instructor at your earliest opportunity by email. Giving less priority to your education than other time commitments does not constitute an emergency. (See policy on late work, under “Grading Policy.”)

Academic protocols for written work require that all quotations must be enclosed in quotation marks or, when more than three lines, put in an indented block. Full citation of the original author and source must also be included. For all papers, review *The Everyday Writer* (Writer’s Help 2.0, now integrated with the Canvas course pages) for help with quote integration, formatting, and citation. See the SJSU policy on Academic Integrity (<http://info.sjsu.edu/web-dbgen/narr/static/catalog/integrity.html>) for help defining and avoiding plagiarism.

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

Please visit the Office of Graduate and Undergraduate Program’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> for full information on current university policies that pertain to this course and to the university community generally.

English 1A, Section 37, Fall 2016 Course Schedule (Table 2)

This schedule is subject to change with reasonable notice given in class, on Canvas, and/or via email. Expect, for example, additional readings in *The Everyday Writer* [EW] (available online, through Canvas, as part of Writer's Help 2.0) and other activities (such as Learning Curve exercises and Reading Quizzes) to be assigned. Further topics and tasks for Informal Writings [IW] will also be announced as the semester progresses. Key to other abbreviations: Norton Sampler [NS] and Norton Field Guide [NFG].

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 24	Introduction: Course Overview; IW 1, "Who Are You?" (written in class—bring paper and pen)
2	August 29	In-Class Essay: Writing Sample. Bring blue/green paper exam booklet and blue/black ink pens; you may also use a paper dictionary. Read: "How to Use This Book," (NFG xii–xiv); Chapter 5, "Purpose" (NFG 55–56); Chapter 6, "Audience" (NFG 57–60); Chapter 7, "Genre" (NFG 61–63); Chapter 8, "Stance" (NFG 64–67); Lederer, "English is a Crazy Language" (NS 216–221)
2	August 31	Read these 5 short essays, available online: Albert Einstein, "An Ideal of Service to Our Fellow Man" http://thisibelieve.org/essay/16465/ Morris Mchawia Mwavizo, "There Is Always a Way Out" http://thisibelieve.org/essay/133302/ Craig Newmark, "That Golden Rule Thing" http://thisibelieve.org/essay/27137/ Elizabeth (No last name given), "This I Believe" http://thisibelieve.org/essay/17709/ Christian McBride, "Be Cool" http://thisibelieve.org/essay/22949/
3	September 5	Labor Day – Campus Closed – NO CLASS MEETING
3	September 7	Read: Chapter 1, "Reading as a Writer," in the <i>Norton Sampler</i> (NS 1–23); Chapter 15, "Memoirs" (NFG 187–190); Chapter 33, "Beginning and Ending" (NFG 331–343)
4	September 12	Rough Draft of Paper 1, "This I Believe" essay, due: bring hard copy to class to share in peer review groups; upload electronic copy to Canvas by 11:59 PM. Read: Chapter 28, "Drafting" (NFG 298–300); Chapter 34, "Guiding Your Reader" (NFG 344–349); Chapter 40, "Describing" (NFG 399–407); Chapter 43, "Narrating" (NFG 419–427); McDonald, "A View from the Bridge" (NS 90–95); Li, "Orange Crush" (NS 161–166)
4	September 14	Read: Chapter 31, "Editing and Proofreading" (NFG 313–317); Mebane, "The Back of the Bus" (NS 167–176); Barry, "The Sanctuary of School" (NS 177–183); Chapter 21, "Language that Builds Common Ground" (EW 250–256)
5	September 19	Read: Chapter 8, "Process Analysis," in NS: Introductory section (NS 292–303), Goodman's "So, You Want to Be a Writer? Here's How" (NS 322–326), and Weiss's "How to Get Out of a Locked Trunk" (NS 333–341); Chapter 42, "Explaining Processes" (NFG 414–418)
5	September 21	Read: Chapter 1, "Writing in Academic Contexts" (NFG 3–9); Chapter 2, "Reading in Academic Contexts" (NFG 10–32); Chapter 16, "Evaluations" (NFG 197–205); Wendel, "King, Kennedy, and the Power of Words" (NS 487–492)
5	Friday, September 23	Final draft of Paper 1, "This I Believe" essay, due: submit electronically to Canvas by 11:59 PM (no hard copy required).

Week	Date	Topics, Readings, Assignments, Deadlines
6	September 26	IW 2, Process Analysis, due: bring hard copy to class to share; upload electronic copy to Canvas. Read: Montgomery, “The Island of Plenty” (<i>NS</i> 539–544); Buffet, “Stop Coddling the Super-Rich” (<i>NS</i> 274–278); Chapter 3, “Writing Paragraphs” (<i>NS</i> 42–58); Chapter 13, “Analyzing Arguments” (<i>EW</i> 143–161)
6	September 28	Read: Sojourner Truth, “Ain’t I a Woman?” (<i>NS</i> 627–629); King, “I Have a Dream” (<i>NS</i> 634–639); Watts, “The Color of Success” (<i>NS</i> 247–252); Chapter 11, “Analyzing Texts” (<i>NFG</i> 94–110; skim 111–128, too); Chapter 27, “Generating Ideas and Text” (<i>NFG</i> 289–297)
7	October 3	IW 3, Perfect Paragraph, due: submit electronically to Canvas by 11:59 PM. Read: Chapter 49, “Quoting, Paraphrasing, and Summarizing” (<i>NFG</i> 478–490); Chapter 50, “Acknowledging Sources, Avoiding Plagiarism” (<i>NFG</i> 491–495);
7	October 5	In-Class Essay Exam 1: Bring blue/green paper exam booklet, <i>NS</i> , and pen(s). Read: Chapter 44, “Taking Essay Exams” (<i>NFG</i> 428–432)
8	October 10	Read: Chapter 37, “Classifying and Dividing” (<i>NFG</i> 374–379); The Onion, “All Seven Deadly Sins Committed at Church Bake Sale” (<i>NS</i> 200–205); Kothari, “If You Are What You Eat, Then What Am I?” (<i>NS</i> 442–448)
8	October 12	Read: Chapter 38, “Comparing and Contrasting” (<i>NFG</i> 380–387); Jacoby, “Watching Oprah from Behind the Veil” (<i>NS</i> 368–372); Soto, “Like Mexicans” (<i>NS</i> 390–396); Cohen, “The Meaning of Life” (<i>NS</i> 406–411)
9	October 17	IW 4, Short Reflection Essay, due: bring hard copy to class to share in groups; submit electronically to Canvas by 11:59 PM. Read: Wu, “Homeward Bound” (<i>NS</i> 206–210); Tan, “Mother Tongue” (<i>NS</i> 253–261); Barrientos, “Se Habla Español” (<i>NS</i> 436–441); Tannen, “Gender in the Classroom” (<i>NS</i> 397–405)
9	October 19	IW 5, Paper 2 Prewriting, due: bring hard copy to class. Read: Rose, “Blue-Collar Brilliance” (<i>NS</i> 459–470); Nuñez, “Climbing the Golden Arches” (<i>NS</i> 493–498); Gates, “A Giant Step” (<i>NS</i> 499–505)
10	October 24	Rough Draft of Paper 2, Identity Essay, due: bring hard copy, typed/printed, to class to share in Peer Review Workshop ; upload electronic copy to Canvas. Read: Chapter 29, “Assessing Your Own Writing” (<i>NFG</i> 301–305); Chapter 30, “Getting Response and Revising” (<i>NFG</i> 306–312)
10	October 26	Read: Chapter 36, “Arguing” (<i>NFG</i> 355–366 [through “Choosing Appropriate Evidence”]); White and Arp, “Should Batman Kill the Joker?” (<i>NS</i> 545–549)
11	October 31	Read: Chapter 36, “Arguing” (<i>NFG</i> 367–373 [from “Convincing Readers You’re Trustworthy”]); Huffington, “Empathy: What We Need Now” (<i>NS</i> 550–557); Chapter 14, “Constructing Arguments” (<i>EW</i> 161–184)
11	November 2	In-Class Essay Exam 2: Bring blue/green paper exam booklet and pen(s). Review Chapter 44, “Taking Essay Exams” (<i>NFG</i> 428–432) and handout on “Taking Essay Exams: Basic Steps”; Read Chapter 3, “Summarizing and Responding: Where Reading Meets Writing” (<i>NFG</i> 33–44)
12	November 7	Final Draft of Paper 2, Identity Essay, due: upload to Canvas by 11:59 PM. Read: Chapter 13, “Arguing a Position” (<i>NFG</i> 156–182)
12	November 9	Read: “Mind and Media: Is <i>Google</i> Making Us Stupid?” (<i>NS</i> 558–576): introduction (558), Pinker’s “Mind over Mass Media” (559–562), Carr’s “Hal and Me” (563–569), Lunsford’s “Our Semi-Literate Youth? Not so Fast” (570–576);
13	November 14	IW, Paper 3 Prewriting, due: bring hard copy to class. Read: Chapter 46, “Finding Sources” (<i>NFG</i> 445–468)

Week	Date	Topics, Readings, Assignments, Deadlines
13	November 16	Read: Chapter 51, "Documentation" (<i>NFG</i> 496–499); Chapter 18, "Integrating Sources and Avoiding Plagiarism" (<i>EW</i> 224–234)
14	November 21	Rough Draft of Paper 3, Argumentative Essay with Research, due: bring hard copy, typed/printed, to class to share in Peer Review Workshop ; upload to Canvas by 11:59 PM. Read: Chapter 52, "MLA Style" (<i>NFG</i> 500–537 [skim for familiarity], 537–548 [from "Formatting a Paper," read/review all])
14	November 23	Thanksgiving Holiday Observed – NO CLASS MEETING
15	November 28	Read: "Moneyball: Are College Sports Worth the Price?" (<i>NS</i> 577–601): introduction (577), Rosenberg's "Let Stars Get Paid" (578–583), Posnanski's "College Athletes Should Not Be Paid" (584–590), Pappano's "How Big-Time Sports Ate College Life" (591–600), and "Analyzing the Arguments" section (601).
15	November 30	Read: Chapter 21, "Reflections" (<i>NFG</i> 245–252); Chapter 32, "Compiling a Portfolio" (<i>NFG</i> 318–328); Kingsolver, "In Case You Ever Want to Go Home Again" (<i>NS</i> 143–147)
16	December 5	Final Draft of Paper 3, Argumentative Essay with Research, due: submit electronic copy on Canvas. Read: Chapter 56, "Giving Presentations" (<i>NFG</i> 612–620); Sedaris, "Laugh, Kookaburra" (<i>NS</i> 227–237)
16	December 7	Read: Chapter 35, "Analyzing Causes and Effects" (<i>NFG</i> 350–354); Steinbach, "The Miss Dennis School of Writing" (<i>NS</i> 96–105)
17	December 12	Paper 4 Reflection Essay Rough Draft due: bring hard copy to class to share in Peer Review Groups. Course Review Day.
Final Exam	Thursday, December 15	Thursday, December 15, 12:15 – 2:30 PM in our normal room, BBC 123. Final Presentations: Brief reflections on your growth as writers.
Final Paper	Friday, December 16	Paper 4, Reflective Analysis Essay, due: upload electronic copy to Canvas by 11:59 PM. No Late Papers Accepted.

Important Dates for Fall 2016 Semester

Wednesday August 24 First Day of Instruction – Classes Begin
 Monday September 5 *Labor Day - Campus Closed (L)*
 Tuesday September 6 Last Day to Drop Courses without an Entry on Student's Permanent Record (**D**)
 Tuesday September 13 Last Day to Add Courses & Register Late (**A**)
 Wednesday September 21 Enrollment Census Date (**CD**)
 Friday November 11 *Veteran's Day (Observed) - Campus Closed (V)*
 Wednesday November 23 *Non-Instructional Day - Campus Open (NI)*
 Thursday November 24 *Thanksgiving Holiday - Campus Closed (T)*
 Friday November 25 *Rescheduled Holiday - Campus Closed (RH)*
 Monday December 12 Last Day of Instruction - Last Day of Classes
 Tuesday December 13 Study/Conference Day (no classes or exams) (**SC**)
 Wednesday - Friday December 14-16 Final Examinations (*exams*)
 Monday - Tuesday December 19-20 Final Examinations (*exams*)
 Wednesday December 21 Final Examinations Make-Up Day (**MU**)
 Thursday December 22 Grade Evaluation Day (**E**)
 Friday December 23 Grades Due From Faculty - End of Fall Semester (**G**)