

Department of English and Comparative Literature, San Jose State University, San Jose, CA 95192-0090

English 1A (Composition, First Course) Handout 2 – Class Calendar and Information
Mr. John Murphy for Fall 2013 (Traditional Version)
(NOTE: This calendar may be subject to revision, based upon the needs of the class or for unforeseen circumstances.)

Office: FO-215 **Office Phone:** (408) 924-5064 **email:** John.Murphy@sjsu.edu

Office Hours: M 12:15 -1:15 and 3 - 5 p.m.; W 12:15 -1:15 p.m., and by appointment.
 Any “extended” office hours held during the semester will be announced in class weekly.

(NOTE ON FACULTY OFFICE HOURS: Since students cannot expect faculty to be on call 24/7 for phone and email access, the University provides academic support services. See “Campus Resources for Academic Assistance” on Handout 1.)

Sections: 01 (#40345) MW 7:30-8:45 a.m. DMH 354*
 11 (#40352) MW 9:00-10:45 a.m. DMH 354* (* All room assignments are subject to change.)
 21 (#40357) MW 10:30-11:45 a.m. SH 240*
 41 (#40967) MW 1:30-2:45 p.m. SH 240*

Required Textbooks and Materials:

Kirszner & Mandell: *Patterns for College Writing*, 12th Ed. Boston: Bedford/St. Martin’s, 2012.
 Lunsford: *The Everyday Writer (with Exercises)*, 5th Ed. (Special adaptation for SJSU). Bedford/St. Martin’s, 2013.*
 Murphy: *Fall 2013 English 1A Class Materials Packet* (Purchase at Maple Press, 481 E. San Carlos St., on the east side of campus, across from Campus Village.) This packet contains essential class instructional handouts and notes, activity sheets and forms.

**Textbook mandated by*

the University’s Writing Requirements Committee

Recommended Supplies:

reliable paperback college dictionary	black and colored pens	
	small stapler	ring binder
(for <i>Class Materials Packet</i> and handouts)		
lined loose leaf paper	hole punch	
manila folder or envelope (for portfolio)		

CALENDAR OF CLASS ACTIVITIES AND ASSIGNMENTS

(KEY: PCW=Patterns for College Writing; H=The Everyday Writer)

NOTE: *Abbreviated notations in the “Class Topics and Activities” column, in boldface and italics, are mandated by the University administration and refer to corresponding Learning Objectives/Outcomes (LO) and Content Objectives (CO). For page and word requirements for each essay assignment, and their accompanying objectives/outcomes, see Handout 1, pages 2 and 3. The class materials packet provides specific details on papers and activities due.*

Weeks	Dates	Class Topics and Activities	Assignments Due Today
1	WED Aug 21	Enrollment/Check of Prerequisites Course Introduction and Policies (Handout 1) Class calendar (Handout 2) Student Information Form (Handout 1A)	---
2	MON Aug 26	Enrollment, continued Late Adds/Check of Prerequisites DEPARTMENT DIAGNOSTIC ESSAY (Counts as Course Paper #1) <i>CO-practice, evaluation</i>	Bring lined paper, pen, dictionary and small stapler to class. Purchase course textbooks and materials.
	WED Aug 28	Diagnostic Essays returned – Discussion Introduction to DESCRIPTION (Objective vs. Subjective) (Handout 4) GROUP ACTIVITY: Reading Response Activity #1 (20 Activity Points) <i>LO2; CO-readings, models</i>	Read PCW 151-69 (Intro to DESCRIPTION), 182-84 Berne: “Ground Zero,” 176-79 Hodgman: “No Wonder They Call Me a Bitch,” 194-99 White: “Once More To the Lake”
	MON Sept 2	NO CLASSES – LABOR DAY HOLIDAY	

3	WED Sept 4	<p>FUNDAMENTALS: Glossary of Basic Writer's Terms (Handout 3) – The Writing Process: audience, occasion, stance, point of view, tone vs. mood/Methods of Organization (freewriting, clustering, outlining, brainstorming)/Rhetorical Modes and "The Four Purposes"/Solving "Writer's Block" (the "WD-40 Words")/Prewriting (Drafting)/Revising vs. Editing/Title, Topic, Thesis/Types of "Order"/"What are the characteristics of a good writer? A good piece of writing?"/Overcoming Writing Phobias/Basic Study Skills Tips/Common Editing Symbols (Handout 1B)/Details of Seven-day Journal Assignment (Handout 4A) <i>LO1, 3, 4; CO-prewriting</i></p>	<p>Skim for Concepts and Terms PCW 11-93 ("Reading to Write," Invention, Arrangement, Drafting and Revising, Editing and Proofreading); H 48-77, 104-23 ("The Writing Process": Planning and Revising) NOTE: Remedial and ESL students should review H 318-39 (Basic Grammar) and 593-620 ("For Multilingual Writers").</p>
English 1A Murphy		Handout 2 - Class Calendar, page 2 Fall 2013	
Weeks	Dates	Class Topics and Activities	Assignments Due Today
4	MON Sept 9	<p>FUNDAMENTALS, cont.: Paragraphing Skills/Writing Effective Introductions and Conclusions (Handout 3G) Avoiding Common Writing Errors (Handout 3F) EXEMPLIFICATION/DEFINITION: Formal vs. Extended/Negation (Handout 4)/Denotation vs. Connotation/Abstract vs. Concrete Words/Details of Extended Definition Essay Assignment (Handout 4A) GROUP ACTIVITY: Reading Response Activity #2 (20 Activity Points) <i>LO1, 2; CO-readings, models</i></p>	<p>Read H 78-93 (Building Effective Paragraphs); Read PCW 211-25 (Intro to EXEMPLIFICATION), 226 "Four Tattoos" (Photos), 685-89 Kirby: "Inked Well," 228-30 Birnbaum: "The Catbird Seat," 489-500 (Intro to DEFINITION), 501-02 (US Census 2010 Form), 503-05 Brady: "I Want a Wife," 680-82 Ehrenreich: "The Shame Game"</p>
	WED Sept 11	<p>GROUP ACTIVITY: "The F Essay" DISCUSSION: Sample student Extended Definition essays (Handouts 4B, 4C, 4F) Grammar Review: Sentence Structure: Avoiding Fragments and Run-ons/Sentence Combining (Exercises in <i>Handbook</i> and Grammar Review Worksheets A, E, R, S) <i>LO3; CO-readings, models</i></p>	<p>SEVEN-DAY JOURNAL DUE (20 Activity Points) Read sample student essays 4B, 4C, 4F Read & Study H 287-313 (Sentence Emphasis and Variety, Coordination, Subordination), 385-95 (Repairing Fragments and Run-ons). Complete Grammar Review Worksheets A, E, R, S (Sentence Combining, Avoiding Fragments & Run-ons)</p>
5	MON Sept 16	<p>NARRATION: Terms/Writing Formats-Paragraph and Script (Handouts 5, 5A)/Using a Scoring Rubric (Peer Review Form)/GROUP ACTIVITY: Peer Review of Extended Definition Essays (Peer Review Form) <i>LO1, 2, 3, 4; CO-editing, revising</i></p>	<p>EXTENDED DEFINITION ESSAY (Paper #2) DUE (Draft) Read PCW 97-108 (Intro to NARRATION) (NOTE: No books required today.)</p>
	WED Sept 18	<p>Details of Narration Assignment (Handout 5B) with "Reader's Theater" exercise Grammar Review: Quotations – Direct and Indirect Review of Grammar Review Worksheets N, Q GROUP ACTIVITY: Reading Response Activity #3 (20 Activity Points) <i>LO3; CO-readings, models</i></p>	<p>Read PCW 116-78 Edmundson: "Pink Floyd Night School," 121-24 Smith-Yackel: "My Mother Never Worked," 127-30 Gansberg: "38 Who Saw Murder Didn't Call the Police" Read & Study H 400-53 (Punctuation and Mechanics Review) EXTENDED DEFINITION ESSAY (Paper #2) DUE (Final Revision)/Complete Grammar Review Worksheets N, Q (Punctuating Quotations)</p>
6	MON Sept 23	<p>GROUP ACTIVITY #1: Complete Reading Response Activity #3 from Wednesday GROUP ACTIVITY #2: Peer Review of Narration Papers (Peer Review Form) <i>LO3; CO-editing, revising</i></p>	<p>NARRATION (Script Completion) (Paper #3) DUE (Draft)</p>
	WED Sept 25	<p>Intro to PROCESS ANALYSIS: Directional vs. Informational (Handout 7) FUNDAMENTALS: Use and Levels of Language/Euphemisms (Handout 3E), College Spelling List (Handout 3A), "Confused Words" (Handout 3B), Abbreviations, Symbols, Roman Numerals (Handout 3C) Grammar Review: Possessives, Punctuation (Grammar Review Worksheets F, I, Y and other Grammar Review Worksheets (Q, A, E, R, S) as time allows. <i>LO1; CO-prewriting, organizing</i></p>	<p>Read PCW 263-78 (Introduction to PROCESS ANALYSIS) and sample student process paper (Handout 7C) Read & Study H 245-73 (Language, 274-83 ("Glossary of Usage") Complete Grammar Review Worksheets F (Possessives), I and Y (Punctuation Review)</p>
	MON Sep 30	<p>GROUP ACTIVITY: Process Group Writing Project: "The Creation" (Handout 7A) <i>LO1; CO-prewriting</i></p>	<p>NARRATION (Script Completion) (Paper #3) DUE (Final Revision)</p>

7	WED Oct 2	<p>FUNDAMENTALS: Grammar Review: Transitional Devices (Handout 6) ACTIVITY: Transitions (Handout 6A) Grammar Review: Punctuation – Italics (Underlining) vs. Quotation Marks/Verb Tense Chart (Grammar Review Worksheets L, N, O)/Subjunctive Verbs, Active vs. Passive Voice; Parallelism (Grammar Review Worksheets J and P) GROUP ACTIVITY: Reading Response Activity #4 (20 Activity Points) <i>LO1,2; CO-prewriting, organizing, readings, models</i> <i>LO1, 3</i></p>	<p>Continue working on Process Paper.</p> <p>Read PCW 286-87 Fish: “Getting Coffee Is Hard To Do,” 290-95 Piven, Borgenicht, Worick: “How to Decorate Your Room When You’re Broke,” 303-08 Mitford: “The Embalming of Mr. Jones” (formerly “To Dispel Fears of a Live Burial”), 311-17 Jackson: “The Lottery” (short story)</p> <p>Complete Grammar Review Worksheets J and P</p>
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Weeks	Dates	Class Topics and Activities	Assignments Due Today
8	MON Oct 7	Grammar Review catch-up day (worksheets, exercises) Writing Essays for Exams/Essay Question “Key Words” (Handouts 8, 8A) Study Guide for TEST 1 <i>LO1, 3</i>	PROCESS GROUP PROJECT PAPER (Paper #4) DUE FROM EACH TEAM
	WED Oct 9	MIDTERM IN-CLASS ESSAY (Counts as Paper #5) <i>CO-evaluation</i>	Bring lined paper, pens, and dictionary to class. Study for TEST 1!
9	MON Oct 14	CONCEPTS AND SKILLS TEST 1 <i>CO-evaluation</i>	Study for TEST 1!
	WED Oct 16	Grading/Review of Test 1 Intro to CLASSIFICATION AND DIVISION (Handout 9) Examining sample Classification and Division Papers (Handouts 9B, 9D)/Details of paper assignment GROUP ACTIVITY: Reading Response Activity #5 (20 Activity Points) <i>CO-readings, models</i>	Bring a RED pen to class today. Read PCW 435-47 (Intro to CLASSIFICATION AND DIVISION), 450-56 Zinsser: “College Pressures,” 460-63 Segal: “The Dog Ate My Disk,” 474-81 Ericsson: “The Ways We Lie” Look over Sample Student Essays 9B, 9D
10	MON Oct 21	GROUP ACTIVITY: Complete Reading Response #5 GROUP ACTIVITY: Working with Classification and Division – “Kitchen Cupboard” (Handout 9A) (10 Activity Points) due by end of class. <i>LO1, CO-organizing</i>	Work on Classification/Division paper.
	WED Oct 23	Grammar Review: Agreement, Reference, Case (Grammar Review Worksheets H, W and <i>Handbook</i> exercises) GROUP ACTIVITY: Peer Review of Classification or Division Essays (Peer Review Form) <i>LO3; CO-editing, revising</i>	Read & Study H 355-62 (Agreement), 363-69 (Case) Complete Grammar Review Worksheets H (Subject-Verb Agreement), and W (Case) CLASSIFICATION OR DIVISION ESSAY (Paper #6) DUE (Draft)
11	MON Oct 28	COMPARISON AND CONTRAST (Handout 10) Details of Comparison and Contrast paper assignment. GROUP ACTIVITY: Reading Response Activity #6 (20 Activity Points) <i>CO-readings, models</i>	CLASSIFICATION OR DIVISION ESSAY (Paper #6) DUE (Final Revision) Read PCW 371-90 (Intro to COMPARISON AND CONTRAST), 393-96 Catton: “Grant and Lee: A Study in Contrasts,” 417-20 Laird: “You’re Your Teacher, Not Your Internet-Service Provider,” 423-27 Tannen: “Sex, Lies and Conversation,” 430-31 Brooks: “Sadie and Maud” (poem) CONFERENCES THIS WEEK (Bring all graded work along with Handout 1D, Progress Record, and Handout 1S, Self-Evaluation Form, completely filled out.)
	WED Oct 30	GROUP ACTIVITY: Examination of sample student Comparison and Contrast papers (Handouts 10E, 10F) GROUP ACTIVITY: Working with a Comparison and Contrast Grid (Handout 10A) – Complete final copy for homework. <i>LO1; CO-readings, models, revising, editing, organization</i>	Read sample Comparison and Contrast student essays 10B, 10E and 10F. Work on Comparison and Contrast paper. CONFERENCES, continued (and Friday)
	MON Nov 4	Using ANALOGIES (Handout 11) GROUP ACTIVITY: Analyzing a Faulty Analogy: Constructing an Analogy Chart (Handout 11A) – Complete final copy for homework. <i>CO-organizing</i>	Completed Comparison and Contrast GROUP ACTIVITY due from each team (thesis statement, planning grid, and concluding statement) (20 Activity Points)

12	WED Nov 6	<p>Introduction to CAUSE AND EFFECT (Handout 12) Grammar Review: Adjective and Adverb Forms, Mixed Constructions (Grammar Review Worksheets G, K, M and <i>Handbook</i>) GROUP ACTIVITY: Reading Response Activity #7 (20 Activity Points)</p> <p style="text-align: center;"><i>LO1, 2, 3, 4; CO-organizing; readings, models</i></p>	<p>Completed ANALOGY CHART due from each team (10 Activity Points) Read & Study H 374-84 (Modifiers, Adjective and Adverb Forms) Complete Grammar Review Worksheets G, K, M Read PCW 321-36 (Intro to CAUSE AND EFFECT), 354-58 Hasselstrom: "A Peaceful Woman Explains Why She Carries a Gun," 337 Requena: "Major League Baseball Brawl" (Photo), 344-46 Cox: "The Case Against Air Conditioning"</p>
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Weeks	Dates	Class Topics and Activities	Assignments Due Today
13	MON Nov 11	NO CLASS – VETERANS’ DAY OBSERVANCE	
	WED Nov 13	<p>INTRODUCTION TO ARGUMENT/Writing Effective Arguments – Common Patterns/Review of Inductive and Deductive Reasoning Patterns (Handout 16) Details of Argument Paper Assignment (Handout 16A) Avoiding Plagiarism GROUP ACTIVITY: Peer Review of Comparison and Contrast Essays (Peer Review Form)</p> <p style="text-align: center;"><i>LO2, CO-organizing, editing</i></p>	<p>COMPARISON AND CONTRAST ESSAY (Paper #7) DUE (Draft)</p> <p>Read PCW 525-50 (Introduction to ARGUMENT)</p>
14 Thanks-giving Week	MON Nov 18	<p>PAIRED ACTIVITY: Thesis Writing Practice, Controversial Issues (Handout 16B)</p> <p>TEAM BOARD ACTIVITY: Organization (Grammar Review Worksheet D)</p> <p>GROUP ACTIVITY: Reading Response #8 (20 Activity Points)</p> <p style="text-align: center;"><i>LO1,2; CO-organizing; readings, models</i></p>	<p>Read PCW 595-97 Chavez: "The Case for Birthright Citizenship," 600-02 Will: "An Argument To Be Made About Immigrant Babies and Citizenship," 630-31 CASEBOOK: Should Government Tax Sugary Drinks?, 632-33 Daines: "A Tax That Invests In Our Health," 636-38 Leonhardt: "Fat Tax," 641-44 Engber: "Let Them Drink Water!", 647-48 Ousborne: "Does This Tax Make Me Look Fat?"</p> <p>COMPARISON AND CONTRAST ESSAY (Paper #7) DUE (Final Revision)</p>
	WED Nov 20	<p>GROUP ACTIVITY: Peer Review of Argument/Cause and Effect Papers (Peer Review Form) <i>CO-editing, revising</i></p>	<p>ARGUMENT/CAUSE AND EFFECT PAPER (Paper #8) DUE (Draft)</p>
	MON Nov 25	<p>Review: Study Guide for Test 2 ENGLISH 1B PREVIEW: Brief introduction to Conducting Research, Evaluating Sources, Documentation</p> <p style="text-align: right;"><i>LO1, 2, 4</i></p>	<p>Skim H 457-63 (Conducting Research, Evaluating Sources, Avoiding Plagiarism, Documentation Styles) ARGUMENT/CAUSE AND EFFECT PAPER (Paper #8) DUE (Final Revision)</p>
15	WED Nov 27	<p>Prep Day for Final In-class Essay and English 1A Department Final with examination of past English 1A Department Finals <i>SOTES</i></p> <p style="text-align: center;"><i>LO1,2,4; CO-readings, models, composing</i></p>	<p>Study for TEST 2 this weekend!</p>
	MON Dec 2	<p>FINAL IN-CLASS ESSAY (Counts as Paper #9)</p> <p style="text-align: center;"><i>LO1,2,3,4; CO-prewriting, organizing, composing, revising, editing</i></p>	<p>Bring lined paper, pen, dictionary, stapler.</p>
16	WED Dec 4	<p>CONCEPTS AND SKILLS TEST 2</p> <p style="text-align: right;"><i>CO-evaluation</i></p>	<p>Study for Test 2!</p>
	SAT Dec 7	<p>ENGLISH 1A DEPARTMENT FINAL ESSAY EXAM (10th paper of the course), 8 to 10 a.m., Room _____. (NOTE: Attendance is mandatory to pass the course.) <i>(Exams graded by the English Dept. Tuesday, Dec. 11th.)</i></p>	<p>Bring to Exam: two yellow exam booklets (Do not write anything on or in them!), two black ballpoint pens, and a dictionary. NO OTHER MATERIALS ARE PERMITTED.</p>
17	MON Dec 9	<p>Grading and Review of Test 2. Papers returned – Discussion Review of Department Final Essay Exam END</p> <p style="text-align: right;"><i>CO-evaluation</i></p>	<p>Bring a red pen to class today. To obtain your score on the Department Final, send an email to the instructor no later than Tuesday night, December 11th. The University releases final grades in early January. Because of security concerns, I do not post, mail or email final grades.</p>

NOTES: My last office hours for the semester will be held on Monday, December 9th (regular hours). Because I will be leaving the area for winter break, I will be out of reach after Wednesday, December 11th. Keep current with news reports after the end of the semester concerning the continuing federal and state budget issues and possible fee increases. Register as early as possible for spring classes.

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