

San José State University
Department of English and Comparative Literature
English 1A, Comp 1 (44029) Section 77, Fall 2014

Instructor:	Dr. Linda Landau
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Office Hours:	T/Th 4:45-5:30pm, or by appointment
Class Days/Time:	T/Th 3:00-4:15
Classroom:	BBC 121
Prerequisites:	EPT placement or equivalent
GE Category:	Written Communication A2

MYSJSU Messaging

Course materials such as the syllabus, course book, additional readings, assignment instructions, and due dates can be found on the Canvas learning management system course website at <https://sjsu.instructure.com> (Log on with your **SJSUOne** ID and password). You are responsible for regularly checking Canvas and your email for updates.

GE Course Description (A2)

Written Communication 1 cultivates an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

English 1 Course Description

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 analytical reading abilities, awareness of the rhetorical situation, critical thinking skills, writing styles for different audiences, source evaluation and citation methods.

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

English 1A Course Objectives (CLOs)

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.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

GE A2 Learning Outcomes (GELO)

GELO 1: Students shall demonstrate the ability to read actively and rhetorically.

Activities: Readings have been selected for their exemplary use of rhetorical strategies in their particular genres and for their ability to promote new ways of perceiving and thinking about the world. Their content and writing strategies will be analyzed in class, and they will function as prompts for critical thinking, class discussion, and your writing. To develop the skill of critical reading, we will perform in-depth readings of complex texts written in different genres for academic, general, and specific audiences. Activities include 1) marking up texts with notations about purpose, audience, main ideas, thesis statement; 2) analyzing strategic language and structures; 3) identifying the author's expertise and evaluating the source's reliability.

Assessment: Students will read and mark up a short article as homework. In class, students will respond in class to questions that ask them to analyze the rhetorical situation of the reading, i.e. author as authority, intended audience, purpose, and main idea.

GELO 2: Students shall 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.

Activities: Each writing assignment will follow a developmental process: brainstorming individually and in groups, listing ideas, outlining, writing drafts, workshopping, peer reviewing, revising, editing, and proofreading. Each major writing assignment will build on the previous writing assignment, using it as an edited and revised draft to be integrated into an increasingly more complex compositional organization of a growing body of analyzed information.

Assessment: Students will write 3 one page essays reflecting on their progress as writers. Each essay analyzes the student's writing strategies during the progressive stages of developing an essay, and uses as evidence examples from the student's writing portfolio. The third self-assessment will be to assess student awareness of writing progress.

GELO 3: Students shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

Activities: Short lectures, readings, and writing workshops focusing on fundamentals of rhetoric.

Assessment: Students will write a proposal essay whose explicit purpose is to solve a targeted problem. The proposal essay, addressed to a stated audience, will argue the existence of a specific problem and propose a solution using appeals to logic (reason, evidence), ethos (character of the audience, the writer, and the sources used), and pathos (justifiable concern).

GELO 4: Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

Activities: Students will read various genres from informative online news reports to academic articles retrieved from the university database, argumentative social commentaries, and the autobiography of Supreme Court Justice Sonia Sotomayor. Students will research information using effective strategies, evaluate source reliability, analyze and compare information from different sources, and use this information and rhetorical strategies to write essays: a writer profile and an organization profile, an event review and an article review, a problem definition and a proposal essay.

Assessment: Students will develop, explain, and argue a definition of a specific problem by summarizing, analyzing, using, and criticizing (if necessary) definitions of the problem presented by *at least* two different articles, one from the internet and one from the university database.

GELO 5: Students shall demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Activities: Vocabulary, sentence structure and grammar workshops during the editing stages of each essay. Exercises on Bedford website electronic handbook *Everyday Writer*, including Learning Curve.

Assessment: All essays are assessed on appropriate academic-level word choice, clarity, correct sentence structure, and grammar.

Required Textbooks and Materials

- 🍏 Lunsford, Andrea. *The Everyday Writer with Exercises (with 2009 MLA & 2010 APA Updates)*. 5th Edition. Bedford/St. Martins, 2013.
SJSU will provide you with this handbook, which will serve you throughout your college career at SJSU. You will be provided with the URL and instructions for registering at the *Everyday Writer* website. If you have questions or problems logging on to the website, contact Bedford/St. Martin's Technical Support: <http://www.macmillanhighered.com/techsupport>
For fastest service, phone: 1.800.936.6899 / Email: BFW.TechnicalSupport@macmillan.com
A print edition ISBN: 978-1-4576-6712-1 may be purchased at the Spartan Bookstore.
- 🍏 Sotomayor, Sonia. *My Beloved World*. New York: Vintage Books-Random House, 2013. ISBN-13: 978-0-345-80483-9 **All incoming freshman receive this book from SJSU**
- 🍏 **Course Booklet** (readings, prompts, exercises) **posted on Canvas in Modules**
- 🍏 A college level **dictionary**—print or online. Bring to class every session.
- 🍏 8 ½"x 11" notebook for taking notes and writing in-class essays and quizzes
- 🍏 Blue or black ink pens for writing exams, and a portfolio folder

Course Content

This course focuses on four important skills you will need for your academic and work careers—effective written and oral communication, critical thinking, collaboration, and the gathering, evaluation, and analysis of data. We will practice these skills by writing in the four important genres you will use in your academic and work careers—profiles, reviews, proposals, and argumentative essays.

Your Course Book is divided into 3 Modules and posted on Canvas. Each module contains readings, group exercises, assignments, essay prompts, and rubrics.

Reading: English 1A is a reading intensive course. You will be provided with readings in your Course Book posted on Canvas in the Modules section. This is the core of the course; however, you may be required to read and analyze additional articles. Print the assigned page(s), read, notate, and bring to class on the due date. See your syllabus for assignment dates.

Participation: Sharing ideas, asking questions, and providing valuable peer review feedback are vital activities for developing critical thinking and academic writing skills. Whereas attendance is not graded, active participation makes up about 20% of your total grade.

Essay writing: In English 1A, we will practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will write a sequence of essays, totaling 8,000 words, beginning with paragraphs and working up to 6 major essays, including three in class essays. Four essays will be approximately 1,000 words each, and 4,000 words will be major revisions of an earlier peer reviewed draft. A major revision is defined as a significant rethinking or reworking of an assignment rather than simply correcting grammatical or structural mistakes.

Late Papers and Missed In-class Essays: Late essays drop 2 pts for every day they are late, which could cost you up to 10% of your total points and lower your grade one level. If you miss an in-class essay and have a valid excuse (e.g. documented illness, religious holiday), you will be allowed to take a make-up essay during my office hours on condition you notify me *before* or *within 24 hours after* the in-class essay date.

Collaboration and Peer Review Workshops: Out-of-class essays are presented for peer review a week before submitting them for a grade, so your draft must be ready at the beginning of the peer review workshop, or you will lose 10% of your final draft grade. Some work will be collaborative, and some graded work will be oral. If you cannot attend a workshop or submit work to your team, it is your responsibility to notify your team members and make arrangements to exchange papers outside of class.

Grammar: You are expected to submit essays that are free of grammatical errors and written in sophisticated academic language. In addition to classroom lessons, you will be assigned individual exercises in your handbook to resolve grammar and other problems noted in your essay. These exercises are conducted online using the *Learning Curve* feature of *Everyday Writer*.

Revision and Reflective Self-assessment – Final Paper: Instead of a final exam, you will write a revision (approximately 1,000 words) of one of the major essays written during the course. You will also write your third critical reflection about this particular revision and your work in general during the course. Think of this self-assessment as a scientific study of your progress as a writer. Remember, writing is a *process*. Revising your work and reflecting on that revision 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. The revision, the reflective self-assessment, and open forum is your culminating event in this course.

Assignments, including word count, point distribution, GELO assessment

The course is project and process based with collaboration playing a significant role.

All assignments address 5 core competencies required of SJSU students: written and oral communication, qualitative reasoning, informational literacy, and critical thinking. All English 1 CLOs – control, focus, development, organization, support, and language usage – are assessed in all assignments. A2 GELOs overlap; * under GELO signifies assessment assignment for that GELO.

ESSAYS	Essay Type	Word Count	Revised Words	Total Pts	% of Grade	GELO	Due Date
Diagnostic Essay	Critical Analysis	500				1-5	8/28
Profiles: personal, classmate 2 of 4 revised	Description / Evaluation	1,000	500	4	10	1-5	9/9
Self-Review/Reflection 1	Analysis / Evaluation	200		2	5	2,5	9/18
Event Review Multimodal Presentation	Profile / Analysis, Evaluation (Criteria)	400		4	10	3,4	varies
Paragraphs (4)	Par. development	1,000	500	4	10	1-5	9/16-10/9
Problem Definition Essay Collaborative → Individual	Definition / Analysis Argument / Research	600	600	4	10	1-3, 4*5	10/21
Exam 1 Book Review: My Beloved World	Rhetorical Analysis / Evaluation	700		4	10	1*4,5	10/23
Proposal Essay with topic outline and works cited	Argument / Analysis Research	1,000	1,000	6	10	1-2, 3*4-5	11/3
Self-Review/Reflection 2	Analysis / Evaluation	200	200	2	5	2,5	11/3
Exam 2 Argumentative Response to Article	Rhetorical Analysis Argument	1,000		4	10	1-5	11/25
Revision (Final)	Analytical	1,000	1,000	4	10	1-5	12/9
Self-Review/Reflection 3		400	200	2	5	2*5*	12/9
Participation: Multimodal Debate - Final Grammar Exercises Workshops Peer Review/Collaboration				2	5	1-5	
TOTAL		8,000		40	100		

Grading Criteria for Out-of-Class and In-Class Essays:

An "A" Essay

1. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated ideas that are the result of critical thinking. Creates appropriate college level, academic tone.
2. Is an act of communication that invites dialogue with intended audience.
3. Has a title, introduction that creates a mental image, clear thesis appropriately placed, topic sentences, developed body paragraphs, transitions, and a conclusion that together convey the essay's message in an organized, concise, and lucid manner.
4. Uses relevant examples that advance the argument. Makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.
5. Analyzes concepts fluently and synthesizes ideas creatively.
6. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper, and follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
7. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
8. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety.
9. Is free of grammatical, mechanical, and usage errors. Has correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
10. Meets the requirements of length and scope without wordiness, and when applicable, is submitted on time with appropriate pre-writing materials (prewrites, outline, first drafts).

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays with citations but without a works cited at the end will be returned unread with a grade of NC. Failure to submit assignments usually results in a D or F in the course.

Essay Format and Submission Policy

Your final version essay is submitted

1. **In hardcopy at the beginning of class**, with the following items in this order:
 - a. Rubric on top, checked-off and signed (for definition, proposal, revision essays)
 - b. Final Version with Works Cited list at end of essay (if applicable)
 - c. Printed topic outline (for definition, proposal, revision essays)
 - d. Peer reviewed draft (with reviewers' names and comments)
 - e. Reflection on the writing process (profile, proposal, revision essays)
2. **Online to Canvas**, where it will be sent to turniton.com.

Essays are NOT considered submitted till these 2 steps have been completed.

You will lose 2 points for every day this process remains incomplete.

In-class essays are written in clear handwriting in **blue or black ink** on 8 ½ x11 inch lined paper.

Out-of-class essays must be **typed, double-spaced**, in **12 point font**, with **1 inch margins** on all sides, printed on one side of the paper only.

The first page of your essay should be formatted according to MLA guidelines as follows:

Your name	Last name 1
Prof. Landau	
English 7 - 6	Number your pages, beginning with page 2. To set up page numbers, go to INSERT, select PAGE NUMBER, Top of Page, #3. A new bar will appear. Select DESIGN, check Different First Page.
Date	
Above info first page only (single spaced)	
Title	
Begin paragraphs with an indent using either TAB or automatic indent (right click <i>Paragraph</i> , select <i>Indent</i> in <i>Special</i> window). Do not skip a line between paragraphs, so if your default is set to <i>6 pt After</i> , go to PAGE LAYOUT, and under <i>Spacing</i> , select <i>0 pt After</i> for entire document.	
If you quote, paraphrase, or summarize another work, your essay must conform to MLA citation guidelines, including a Works Cited at the end (see your handbook). For Works Cited, selecting <i>Hanging</i> indent in the <i>Special</i> window.	

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 English1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. **Your grade will be determined according to the following criteria:**

A (4.0-3.4) = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; exemplary mastery and intellectual curiosity regarding course readings and concepts; enthusiasm and initiative, particularly during group activities.

B (3.3-2.7) = Good communicative skills; solid preparation for class discussion; consistently volunteers; exemplary interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities.

C (2.6-2.3) = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; exemplary competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities.

C-/D (2.2-1.2) = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrated indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework. **C- is NOT a passing grade.**

F (1.1-0) = Weak communicative skills; little to no preparation for class; little evidence of reading assignments; never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to team.

University Policy

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

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

Classroom Protocol

Credit hours: Success in English 1A is based on the university's expectation that students invest in studying, preparing, and participating in classroom instruction a minimum of 3 hours per unit of credit: 3 hours per unit per week = a minimum of *9 hours per week* or *45 hours per semester*.

Electronic equipment: Smart phones, laptops, tablets may be used during class for online dictionary use and handbook exercises only, but never during exams. If it detracts from your class and team participation, you will be asked to put the device out of sight.

Food and drinks, with the exception of bottled water, are not allowed in the classroom.

Diversity: Reading and writing assignments address issues of race, class, ethnicity, and gender, and readings are written by a variety of voices. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects are conducted in a manner befitting an academic setting.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school *without* the former instructor's and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings.

Accessible Education Center and Campus Policy in Compliance with 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. Students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

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/profile.php?uid=14949>

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit [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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs are 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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. 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. Computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is available in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide individual, couple, and group consultations on issues of student mental health, campus climate, and psychological and academic issues. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

SJSU Student Health Center

The SJSU Student Health Center, located in Health Building 210, offers appointments for injuries, illness and health exams, screening for urgent concerns, including lab tests and x-rays, prescriptions, immunizations, nutrition counseling, and more. The SJSU Health Fee entitles students (insured or not) to receive most services at no cost. For appointments, call (408) 924-6122. For after-hours Advice Nurse Line, call (866) 935-6347. For more information, visit <http://www.sjsu.edu/studenthealth>

English 1A-T/Th – Fall 2014 Course Schedule

This schedule is likely to change as needed. You will be notified of changes in class and by email.

Assignments are due on the date they appear on the schedule.

CB1,2,3 =Course Book / **EW**=Everyday Writer / **LC**=Learning Curve / **WS**=Peer Review Workshop

Week	Date	Reading & Critical Thinking Exercises, Resources, Exam or Essay due
1	T 8/26 TH 8/28	Course Overview: Syllabus, Course Books, Canvas, Learning Curve, Teams EW 1, 2, 4a, b / CB1 – 2 Profiles of Millennials Diagnostic Essay & Survey
2	T 9/2 TH 9/4	CB1 & EW 5 Rhetorical Situation: CB1 Writing a Personal Profile Discuss 2 Profiles of Millennials CB1 Writing Process / 3 Personal Profiles / EW6 Exploring Ideas WS LC: Run-on Sentences and Comma Splices
3	T 9/9 TH 9/11	4 Personal Profiles due CB1 Writing an Event Review / EW12 Critical Reading-Marking up a Text CB1 2 Film Reviews + Rhetorical Analysis Questions for Discussion Grammar in Context: Split focus—voice & tense shifts, noun/pronoun EW8e Transitions (esp. comparison) LC: Pronouns
4	T 9/16 TH 9/18	Paragraph Response 1 due (to one set of Review Qs) CB1 & EW7 Writing Process: Planning, Outlining (7e), and Drafting CB1 Writing a Self-Assessment Reflection-Self-Assessment 1 due CB2 TEA & EW8 Developing Academic Paragraphs LC: Sentence Fragments
5	T 9/23 TH 9/25	CB2 Screen Paragraphs vs. Academic Paragraphs CB2 Reports on Climate Change EW10 and 11 Revising and Editing In-class Collaboration: Revised Climate Change Report and NCA Thesis Statement due on Canvas at end of class = Paragraphs Response 2 due LC: Commas
6	T 9/30 TH 10/2	CB2 Identifying Thesis, Topic Sentences, Examples—2 Proposals for Drought CB2 Using Visuals and Analyzing Artistic Statements EW9, 16a, b, d LC: Subject/Verb Agreement
7	T 10/7 TH 10/9	CB2 Defining a Problem—Selecting a Topic Response Paragraph 3 due CB2 First Resource: the dictionary / What's in a Definition EW17 CB2 Writing a Problem Paper / Rubric Topic Paragraph 4 due CB2 Grammar in Context: Empty words—Awkward Sentences: is when, what

Week	Date	Reading & Critical Thinking Exercises, Resources, Exam or Essay due
8	T 10/14 TH 10/16	CB3 Grammar in Context Workshop + EW25-30 Sentence Style <i>My Beloved Country</i> by Sonia Sotomayor, Chapters 11-15 Problem Paper draft & outline due for Peer Review WS / Review EW10-11 LC: Verbs + Affect vs. Effect
9	T 10/21 TH 10/23	Problem Paper w/Rubric due CB3 Proposal Essay Prompt & Guidelines CB3 Redefining a Problem: CB3 KQED Minimum Wage + 1% Videos <i>My Beloved Country</i> by Sonia Sotomayor, Ch14,17: Affirmative Action, EEO In-Class Essay 1 on <i>My Beloved Country</i> by Sonia Sotomayor LC: Active/Passive Voice
10	T 10/28 TH 10/30	CB3 Human Resources—Analysis of “This one Tweet...” EW 16, 17 EW14k “Devastating Beauty” (student essay) CB3 Citing Sources and Integrating Research EW18, especially b LC: Capitalization
11	T 11/4 TH 11/6	CB3 Argumentation + Review Proposal Essay 5 draft & outline due for PRWS LC: Parallelism
12	T 11/11 TH 11/13	Veteran’s Day – no class Proposal Essay w/Rubric due + Self-Assessment 2 due CB3 Analysis of “Live Free and Starve” by Chitra Divakaruni + profile LC: Apostrophes
13	T 11/18 TH 11/20	CB3 “The Start-up of You,” Thomas Friedman + profile CB3 Responses to “The Start-up of You”
14	T 11/25 TH 11/27	In-class Essay 2 on “One Tweet,” “Devastating Beauty,” “Live Free and Starve,” “Start-up of You” Thanksgiving – no class
15	T 12/2 TH 12/4	Debate on the definition of Human Resources and Millennials Revision draft & outline due for Peer Review WS
16	T 12/9	Final Revision and Reflection due
Final	F 12/12 14:45-17:00	Final – Multimodal Debate

Important Dates Fall 2014

English Department and Relevant SJSU Events

Visiting Writer	Date	Time	Day	Place
David Shields – Reading and Book Signing – In Conversation with Ethan Nosowsky	Sept. 24 Sept. 25	7 p.m. 1 p.m.	W Th	MLK 225/229 MLK 225/229
Julia Reynolds -- Reading <i>Blood in the Fields: Ten Years inside Calif's Nuestra Familia Gang</i>	Oct. 1	7 p.m.	W	Steinbeck Center MLK 5th Floor
Maggie Nelson – Reading and Book Signing	Oct. 16	7 p.m.	T	MLK 225/229
Prof. Kenneth Nuger , Political Science “Justice Sonia Sotomayor: Making the Constitution Safe for Democracy”	Oct. 18	3 p.m.	Th	MLK 225/229
Supreme Court Justice Sonia Sotomayor	Oct. 20	4 p.m.	M	Student Union Ballroom
Tracy K. Smith – Reading and Book Signing	Oct. 29	7 p.m.	W	MLK 225/229
Ru Freeman – Reading and Book Signing	Nov. 12	7 p.m.	W	MLK 225/229
Women in Justice Systems Panel with reps from Global Studies, Justice Studies, Women Studies, and Student Affairs	Nov. 20	4:30 p.m.	Th	MLK 225/229
Steinbeck Fellows Reading: Cara Bayles, Yalitza Ferreras, and Reese Okyong Kwon	Dec. 3	7 p.m.	W	Steinbeck Center MLK 5 th Floor

Details of readings <http://www.litart.org>. Check SJSU Calendar for last minute time or location changes.

Discussion dates of Sotomayor’s book: www.sjsu.edu/reading/events_discussions/index.html

Check LitLovers for discussion questions <http://www.litlovers.com/reading-guides/14-non-fiction/9419-my-beloved-world-sotomayor?showall=1>

SJSU Dates Fall 2014

M	Aug. 25	First Day of Instruction – Classes Begin
M	Sept. 1	Labor Day - Campus Closed (L)
F	Sept. 5	Last Day to Drop Courses without entry on permanent record
F	Sept. 12	Last Day to Add Courses & Register Late (A)
M	Sept. 22	Enrollment Census Date (CD)
T	Nov. 11	Veteran’s Day - Campus Closed (V)
W	Nov. 26	Classes 5:00 PM or later will not meet
TH	Nov. 27	Thanksgiving Holiday - Campus Closed (T)
W	Dec. 10	Last Day of Instruction - Last Day of Classes
TH	Dec. 11	Study/Conference Day (no classes or exams) (SC)
F	Dec. 12	Final Examinations (exams)
M-TH	Dec. 15-18	Final Examinations (exams)
F	Dec. 19	Final Examinations Make-Up Day (MU)
M	Dec. 22	Grade Evaluation Day (E)
T	Dec. 23	Grades Due From Faculty - End of Fall Semester (G)
	Dec. 24-Jan. 20	WINTER RECESS