

First Year Writing Section 24

ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/23/2025

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

* Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Reading: Reading for the course shall be extensive and intensive and include models of writing based on creativity, sustainability, and global citizenship among others, for academic, general, and specific audiences. You will be required to complete reading assignments on a daily basis. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of the various types of writing that we will be studying throughout the semester. In addition, you must submit reader responses throughout the semester (as noted on the schedule). Remember: The more you read, the better you will write.

Writing:

This is a composition course, and writing is at the heart of our class – every class period will involve a writing component. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

You will be asked to revise and rewrite the in-class and out-of-class essays. ***Remember that you must complete all essay assignments (including the final exam) plus the final multi modal project in order to pass this course.*** You should have a yellow book and a dictionary for in-class essays. ***These cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed, double spaced, and in 12 point, Times New Roman font. These must be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in your text book *Patterns for College Writing* and grammar book *The Everyday Writer with Exercises* - Eighth Edition). Out-of-class essays will have specified minimum page length/word count requirements that will be listed on the prompt sheets. Essays and worksheets should be submitted on the date indicated on your syllabus schedule.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Late Policy:

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

Workshops:

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers and your instructor. You will be required to bring a copy (or copies) of your essay (a completed rough draft), on each workshop date as listed on the class schedule. You must submit all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

Homework/Reader Responses:

Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of grammar exercises from *The Everyday Writer with Exercises* and written responses to the readings. Reader responses are an important part of your homework and are due every class period throughout the semester, as noted on the schedule. In these responses you shall record analysis, thoughts, opinions, questions, and personal reactions to the texts.

Each entry must be dated, and it must be a minimum of one full page (typed, double spaced, with one-inch page margins). *To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.* Do not simply summarize plot – show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. *Reader responses and grammar homework will not be accepted late – no exceptions.*

Please note: Once again, as a courtesy to others, attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. *Turn off your cell phones or put them on silent mode during the class period or you will lose participation points.*

Quizzes, grammar exercises, and short presentations will also factor into this portion of your course grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar quizzes in advance.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/or assignment from a classmate. For this purpose, obtain names and phone numbers and/or email addresses of at least three of your class mates.

Classmate #1 Name/phone/e-mail: _____

Classmate #2 Name/phone/e-mail: _____

Classmate #3 Name/phone/e-mail: _____

Office Hours

I hope all of you will utilize my office hours at some point in the semester. I am here to help *you* in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please meet with me in my office or online during the office hours. If my office hours are not convenient, I would be happy to make an appointment with you on an individual basis at a time more suited to your schedule.

Final Examination or Evaluation

In ENGL 1A, we shall have a written in-class Final Essay Exam and a Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and

we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate 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. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Text books:

Kirszner and Mandell, *Patterns for College Writing* (Sixteenth Edition) (ISBN 978-1-319-41181-7)

SJSU Campus Handbook: *The Everyday Writer with Exercises* by Andrea Lunsford (Eighth Edition) (ISBN 978-1-319-41213-5)

Electronic Edition or Bedford /St. Martin's online (<http://bcs.bedfordstmartins.com?everydaywriter5e>)

A college level dictionary like OED

Yellow Exam Books for in-class essay exams and Final Exam (available at Spartan Bookstore)

Notebook or Word processor to take notes

Other Readings:

Seraji, Mahbod. *Rooftops of Tehran* (ISBN 978-0-451-22681-5)

Thanh Nguyen, Viet. *The Displaced: Refugee Writers on Refugee Lives* (Campus Book)

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.

Assignment, Word Count, and Learning Goals (CLO)

Essay # 1: In-class Diagnostic 500 words 1-3,5

Essay # 2: Out-of-class Profile essay with Revised draft 1000 words 1-3,5

Revised draft 1000 words 1-3,5

Essay # 3: Out-of-class Ad Analysis with revised draft 2000 words 1-5

Essay # 4: in-class 500 words 1-3,5

Essay # 5: Out-of-class Argument with revised draft 2000 words 1-5

Multimodal Panel Presentation (Group project): 2000 words 1-5

Final Exam: 600 words 1-3,5

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.”

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 shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL1A classes require multiple out-of-class essays.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on Creativity, Race and Culture, Global Citizenship, Gender, Nature and Environment, Climate Change, Media and Society, and Ethics. All readings will include useful models of writing for academic, general, and specific audiences.

Multimodal Project and Final Exam: As part of your final experience in the course, you will be part of a group project. This will consist of a group multimodal presentation to the class. Projects will be related to the primary issues discussed in the course. There will also be a written final exam based on a response to a prompt.

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Grading Information

Criteria

Grading Policy: To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are a UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

Grade Distribution:

Out-of-Class Essay 1, 2 & 3 @15% each: 45%

In-Class Essays (1@10% + C/NC Diagnostic): 10%

Final Multimodal Project: 20%

Class Participation (Discussion, In-Class Writing, Quizzes): 5%

Home Work: Reading Responses/ Grammar Exercises/Self-Reflection Essay for Portfolio: 10%

Final Exam: 10%

Breakdown

Participation:

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 ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. We will complete daily work in class that will count towards your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend on a daily basis and come on time. Class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

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.

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.

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.

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.

An "F" essay does not fulfill the requirements of the assignment.

Grading Breakdown:

Grading: A-F. This class must be passed with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

English 1-A is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays assigned above. Each grade will be worth points and will constitute a certain percentage of the total grade (as given in the breakdown). The final grade for the course will be calculated out of a total of 100%.

The point range for each letter grade is as follows. A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive points each time they turn in homework and participate in class for the day. 10% homework + 5% class participation will be calculated on the basis of the points received by each student out of the total due.

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

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

English 1-A, Fall 2024 Course Schedule (subject to change with fair notice).

I shall inform you of changes made to the syllabus via canvas announcement or class announcement. Reading assignments must be completed by the day they are listed! Home work should be submitted by hand in class, as an Online Assignment, or as a post on Discussion Board per instructions. All Out-of-Class essays should be submitted to me in class. CLO = Course Learning Objectives; PCW = *Patterns for College Writing*, EW = *Everyday Writer*, RT = *Rooftops of Tehran*
ALWAYS bring *Patterns for College Writing* and *The Everyday Writer* to class, along with any books/handouts from which reading is assigned for the day! If there is a change in schedule, I shall inform you in a timely fashion in class, via e-mail, or on canvas announcement.

AI Policy: Here's my AI Policy for this course. There is a place for AI but not in this class. English 1-A is designed to develop students' abilities to think and write critically about non-fiction and literary texts. You are **not** allowed to use Artificial Intelligence tools like chatGPT, Grammarly, and others. I want you to have

an intelligent opinion and a voice of your own when you write Reader Responses and Essays assigned for this class.

When	Topic	Notes
Thursday, January 23	Syllabus Review	Class: Introductions, syllabus review, and discussion of Diagnostic Essay Homework: Bring a yellow book, pen, and dictionary to class for in-class Diagnostic Essay exam on Tuesday.
Tuesday, January 28	Diagnostic Essay	Essay #1 (In-class Diagnostic) (CLO 1-3, 5; 500 words) Homework: Handout: Cane’s “Snow Toward Evening;” Begin reading the section on Description (PCW 147-166)
Thursday, January 30		Class: Discuss Cane; In-Class writing practice; show don’t tell exercise Homework: Finish reading the section on Description (PCW 147-166). Read White’s “Once More to the Lake” and write a ½ -1 page response on the Discussion Board Exercises: “Language and Style” in <i>The Everyday Writer</i> 8th Edition (EW 251-303) Exercise 25.1 “Thinking Critically” (EW 269)
Tuesday, February 4		Class: Discuss White; Essay #2 (out-of-class) Profile Essay assigned (CLO 1-3, 5; 1000 words); Workshop on Thursday, February 6. Final draft due Thursday, February 13 Homework: Bring a rough draft of your Profile Essay to class for peer workshop. Read the section “The Top Twenty: A Quick Guide to Editing Your Writing” (EW 307-316)
Thursday, February 6		Class: Profile Essay Workshop. Have your rough draft ready for workshopping with a peer Homework: Read Narration (PCW 99-112) Poe’s “The Tell-Tale Heart;” 1 page response on Discussion Board. Exercises: Read “Style Matters” (EW 270-281) Exercises 26.2 and 26.3 (EW 273-274).
Tuesday, February 11		Class: Discuss reading. Short video on “The Tell-Tale Heart;” In-class writing Homework: Satrapi’s from <i>Persepolis II</i> (Graphic Fiction) Journal Entry (PCW 113-114) on Discussion Board; Read Harjo’s “An American Sunrise” (143-144), and Cisneros’ “Only Daughter” (hand-out/link in module). Begin reading the section on “Coordination, Subordination, and Emphasis” in <i>Everyday Writer</i> (EW 281) Exercises: 27.2 and 27.3 (EW 286-288)
Thursday, February 13		Class: Discuss Satrapi/ Cisneros; Essay # 2 (out-of-class) Profile Essay and Worksheet due. Go over prompt for Essay #3 (out-of-class) Creativity – Ad Analysis (CLO 1- 5; 2000 words) “You Don’t Want Them Responding to Your Text” (PCW 561) Homework: Bring an Ad to class for the Ad-Analysis workshop on Tuesday. Read “Identify an argument’s basic appeals” (EW 91), “Appeals in a visual argument” (EW 92) and “Recognize the use of stories in argument” (EW 94) Exercises: 28.1, 29.1, and 29.2 (EW 290-295)

When	Topic	Notes
Tuesday, February 18		<p>Class: Creativity-Ad Analysis essay workshop. Final draft of essay due Thursday, February 27.</p> <p>Homework: Read handout: Vorá's "The Magic of Mehendi: The Henna Painting Ceremony;" Doty's "My Tattoo;" and "Inked Well"</p> <p>Exercises: 30.1, 31.1 (EW 298-302)</p>
Thursday, February 20		<p>Class: Discuss Readings</p> <p>Homework: Read the section "The Top Twenty: A Quick Guide to Editing Your Writing" (EW 307-316).</p>
Tuesday, February 25		<p>Class: Henna Painting Workshop and discussion on Editing Guidelines.</p> <p>Homework: Bring the article "The Magic of Mehendi: The Henna Painting Ceremony," a yellow book, and a pen to class for in-class Essay #4 (Creativity) on Thursday.</p>
Thursday, February 27		<p>Class: Essay # 4, in-class (Creativity) (500 words CLO 1-3, 5); Ad Analysis Essay due along with the Ad and 2 worksheets.</p> <p>Homework: Read "The Myth of the Latin Woman: I just met a Girl named Maria" (PCW 228); "Just Walk on by: A Black Man Ponders His Power to Alter Public Space" (PCW 235); 1-page response to any one essay on Discussion Board.</p> <p>Read the section on Conjunctions (EW 326) Exercises: 33.6 (EW 327)</p>
Tuesday, March 4		<p>Class: Discuss Readings</p> <p>Home Work: Read "Cause and Effect" (PCW 313-331) "The Story of an Hour;" "Why Rational People Buy into Conspiracy" (PCW 346).</p> <p>Read "Use forms of irregular verbs" (EW 347); Exercises 35.1, 35.2, and 35.3 (EW 349-355)</p>
Thursday, March 6		<p>Class: Discuss Readings and do grammar exercises</p> <p>Homework: Read <i>Rooftops of Tehran</i> Part One (Chapters 1-13); 1-page response to reading on Discussion Board</p>
Tuesday March 11		<p>Class: Discuss Part One of <i>Rooftops of Tehran</i></p> <p>Homework: Read <i>Rooftops of Tehran</i> Part Two (Chapters 14-21); 1-page response to reading on Discussion Board</p>
Thursday, March 13		<p>Class: Discuss Part Two of <i>Rooftops of Tehran</i></p> <p>Homework: Read <i>Rooftops of Tehran</i> Part Three (Chapters 22-34); Prepare for in- class quiz (Extra Credit); 1-page response on Discussion Board (Regular credit+Extra Credit on all three Discussion Board responses) Review on Amazon (Extra Credit)</p> <p>Exercises 35.4, 35.5, and 35.6 (EW 356-360)</p>

When	Topic	Notes
Tuesday, March 18		<p>Class: Discuss part 3, and take an in-class quiz on Rooftops of Tehran (Extra Credit)</p> <p>Homework: Read "Grant and Lee: A Study in Contrasts"; 1-page response on Discussion Board</p> <p>Exercises: 37.1 and 37.2 (EW 367-372) Subject Verb Agreement</p> <p>Prepare questions to ask author Seraji on Tuesday, March 25. Post a review of the book on Amazon (Extra Credit)</p>
Thursday, March 20		<p>Class: Lecture on Comparison and Contrast. Discuss "Grant and Lee" and Grammar Exercises</p> <p>Homework: Prepare questions to ask author Seraji on Tuesday, March 25. Post a review of the book on Amazon (Extra Credit)</p>
Tuesday, March 25		<p>Class: Author Mahbod Seraji visits class. If author is unable to make it, we will watch a video of the author addressing a previous class. Take notes in class and submit as homework assignment for extra credit</p> <p>Homework: Read "Argumentation" (PCW 533-560) Read "Think critically about fallacies" (EW 97)</p> <p>Exercises: 38.1 and 38.2 (EW 376-378)</p>
Thursday, March 27		<p>Class: Discuss Argument. Rogerian and Toulmin (EW 95-97) models</p> <p>Homework due on Tuesday, April 8: Read "I Have a Dream" speech; Write a summary of the speech on the Discussion Board;</p> <p>Exercises: 38.3 and 38.4 (EW 380-382) Read "A student's argument essay" (EW 124-131)</p> <p>SPRING BREAK March 31-April 4</p>
Tuesday, April 8		<p>Class: Discuss readings; Assign Essay # 5 Argument (CLO 1-5; 2000 words)</p> <p>Homework: Bring two copies of your completed rough draft of the Argument Essay to class for wokshopping on Thursday</p> <p>Exercises: 39.1, 39.2, and 39.3 EW 382-390) Adjectives and Adverbs</p>
Thursday, April 10		<p>Class: Argument Essay # 5 Workshop. Final Draft due on Tuesday, April 22</p> <p>Homework: Read Edward Said's essay "Reflections on Exile" by using this link: www.dartmouth.edu/~germ43/pdfs/said_reflections.pdf Watch "Edward Said on Orientalism" introduced by Sut Jhally at the following link: https://www.youtube.com/watch?v=Hgpv3hHy5fU</p> <p>Exercises: Read Modifier Placement (EW 391) Exercises 40.1, 40.2, 40.3, and 40.4 (EW 391-396)</p>

When	Topic	Notes
Tuesday, April 15		<p>Class: Discuss Said's Essay</p> <p>Homework: Read "Introduction" (11-22) from the book <i>The Displaced</i> by Viet Thanh Nguyen Read Bhutto's "Flesh and Sand" (51), Bui's "What Gets Lost" (61), and Shehadeh's "Am I a Refugee" (159) from the book <i>The Displaced</i></p> <p>Exercises: Read "Comma Splices and Fused Sentence" (EW 400) Read "Sentence Fragments" (EW406) Exercises 42.1, 43.1, and 43.2 (EW 405-409)</p>
Thursday, April 17		<p>Class: Discuss Readings. Multimodal Essay: Problem/Solution Project (Panel Presentations) assigned; 2000 words, CLO 1-5; Brainstorm for topics</p> <p>Homework: Read "A Peaceful Woman Explains Why She carries a Gun" (PCW 352); "Teachers Should Not Carry Guns, Despite Alarming School Shootings" (PCW 596); One-page response to any one essay</p> <p>Begin reading the section on Punctuation and Mechanics. Read "Commas" (EW413) Exercises 44.1, 44.2, and 44.3 (EW 414-418)</p>
Tuesday, April 22		<p>Class: Discuss Readings; Argument Essay # 5 due; Attach worksheets to the back of the Argument essay before you submit it</p> <p>Homework: Read "Mother Tongue" (PCW 466); "How to Spot Fake News" (PCW 291); One-page response to any one essay. "Closer Together or Further Apart: Digital Devices and the New Generation Gap" (PCW 390)</p> <p>Exercises: 44.4, 44.5, 44.6, and 44.7 (EW 419-423)</p>
Thursday, April 24		<p>Class: Discuss readings</p> <p>Homework: Research your topics for Panel Presentation</p> <p>Exercises: 45.1, 46.1, 47.1, and 47.2 (EW 426-434)</p>
Tuesday, April 29		<p>Class: In class conferences; Research for Multimodal Project Presentations and discussion on Self Reflection Essay</p> <p>Homework: Prepare your topics for Panel Presentation. Be ready for presentations beginning on Thursday, November 21</p>
Thursday, May 1		<p>Class: Multimodal Project Presentations</p> <p>Homework: Prepare your topics for Panel Presentation.</p>
Tuesday, May 6		<p>Class: Multimodal Project Presentations</p> <p>Homework: Prepare for Final and complete Self Reflection Essay for Assessment Portfolio</p> <p>Exercises: 48.1, 49.1, 49.2, and 49.3 (438-444)</p>
Thursday, May 8	In-Class Final Exam	In- Class Final Exam

When	Topic	Notes
Monday May 19	Self Reflection Essay Due	Self-Reflection Essay and Portfolio due 10:45-12:45 p.m.