

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section #25, Fall 2015**

**Course and Contact Information**

<b>Instructor:</b>	William Kelly
<b>Office Location:</b>	FOB 117
<b>Telephone:</b>	(408) 924-4598
<b>Email:</b>	william.kelly@sjsu.edu
<b>Office Hours:</b>	MoWe 12:00pm-1:15pm & by appt.
<b>Class Days/Time:</b>	MoWe 1:30pm-2:45pm
<b>Classroom:</b>	Boccardo Business Center 123
<b>Prerequisites:</b>	English Placement Test
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

**ENGL 1A Course Description “Personas, Masks, and Identity”**

In Latin, the word “persona” literally meant “mask.” As living, breathing people, we are constantly putting on “masks” and assuming various personas. Many different factors influence the personas that we adopt, from place, to nationality, ecological environment, race, gender and even politics. Throughout the semester, we will focus on this concept of “persona” and how it reinforces or undermines individual identity. We will be looking at the relationship between persona and identity in three units: Creativity, Global Citizenship, and Sustainability. Each of these units will inspire us to reflect on the various forces that shape identity as well as guide our discussions about the relationship between personas, masks, and identity.

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

## **ENGL 1A Learning Outcomes (CLO)**

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

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
- explain, analyze, develop, and criticize ideas effectively;
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g., punctuation, spelling, reference, agreement).

## **GE Area A2 Course Description**

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in 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.

## **GE A2 Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

- demonstrate the ability to read actively and rhetorically;
- 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;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- demonstrate the ability to integrate their 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**

### **ENGL 1A Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will 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>.

### **Reading: GELO 1**

A strong writer is always an avid reader first. Therefore, English 1A is both writing and reading intensive. Students are expected to keep up with the assigned reading, as most discussions and in-class work will revolve

around them. Daily readings will include chapters from *The Curious Writer (Full 4<sup>th</sup> Edition)*, selections from your course reader and, occasionally, additional readings posted to CANVAS.

## 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 8,000 words, at least 4,000 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, ENGL 1A classes require multiple out-of-class essays. All essays must be submitted in hard copy and on CANVAS. **I will not accept any work via email.** Writing assignments will consist of in-class and out-of-class essays, weekly CANVAS responses, as well as various informal writing done during class. In order to receive a passing grade in this course, **all writing assignments must be completed!**

### Three Out-of-Class Essays: GELO 1-5

- 1,500 words each (roughly five pages)
- All essays must be typed, Times New Roman, 12-point font, double-spaced, with 1-inch margins, and meet MLA format. See *The Everyday Writer* or the OWL guide (<https://owl.english.purdue.edu/owl/resource/747/01/>) for help.
- In this class, the writing process is just as important as the finished product. Therefore, students will be expected to submit a draft for each out-of-class assignment to me. I will return these with feedback. **I will not accept essays without drafts.**
- In order to fully explore the revision process, students will participate in a number of peer review workshops. **Attendance during these workshops is mandatory (failure to do so will result in a grade reduction).**

### Two In-Class essays: GELO 2-5

- 500 words each written legibly in blue or black ink in a green examination book during one class period.
- Topics will be discussed in advance, and a specific prompt will be given during the examination.
- Students are expected to attend every in-class essay. If an emergency results in an absence during one of these essays, please notify me ahead of time and I will allow a make up exam **within one week**. Only one make up will be allowed.

### Final experience: GELO 1-5

Students will write a final, reflective essay that represents the culmination of all the thinking, discussing and writing they have done throughout the semester. This final in-class essay will map the students' personal growth in thinking about the relationship between persona and identity, as well as demonstrate the ability to perform the essential steps of the writing process in a reflective manner.

### Reading Responses: GELO 1,2,4,5

Each week, I will post a discussion topic on CANVAS regarding the assigned readings. Students are expected to post a short response by midnight before class. Each response should be about two paragraphs (250 words)

## Participation

Students are expected to engage with the assigned material and daily discussion. Points will be earned for actually participating, not just showing up to the classroom. Attending all class meetings, paying attention, voicing your opinions and participating in daily workshops will earn you all participation points.

## In-class Writing

On most days, students will do some kind of in-class writing. This may include free-writing, brainstorming, journaling, group work, etc.

## ENGL 1A Course Content

### Required Texts Textbook

- Course Reader—Available for purchase at Maple Press (481 East San Carlos Street)
- *The Curious Writer (Full 4<sup>th</sup> Edition)* by Bruce Ballenger ISBN# 978-0205235773
- *The Everyday Writer* by Andrea Lunsford—Available on CANVAS

### Other Readings

Any additional readings will be posted on CANVAS

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Major Assignment #1	1,500	1-5	1-9
Major Assignment #2	1,500	1-5	1-9
Major Assignment #3	1,500	1-5	1-9
In-class Essay #1	500	2-5	1,2,4,6,7,8,9
In-class Essay #2	500	2-5	1,2,4,6,7,8,9
Weekly Writing Responses	2,500 (250ea)	1,2,4,5	1,2,4,6,7,8,9
In-class Final	500	2-5	1,2,4,6,7,8,9

## Grading Policy

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. **Students must receive a C or better to pass English 1A.**

In-Class Essays (2x500=1,000 words)	20% (200 points)
Out-of-class Essays (3x1,500=4,500 words)	45% (450 points)
Weekly Responses (10x250=2,500)	15% (150 points)
Final (500 words)	10% (100 points)
Participation	10% (100 points)

<b>A</b> (93-100%)=930-1,000pts	<b>B-</b> (80-82%)=800-829pts	<b>D+</b> (67-69%)=670-699pts
<b>A-</b> (90-92%)=900-929pts	<b>C+</b> (77-79%)=770-799pts	<b>D</b> (63-66%)=630-669pts
<b>B+</b> (87-89%)=870-899pts	<b>C</b> (73-76%)=730-769pts	<b>D-</b> (60-62%)=600-629pts
<b>B</b> (83-86%)=830-869pts	<b>C-</b> (70-72%)=700-729pts	<b>F</b> (0-59%)=0-599pts

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.

### Late Work

I will accept out-of-class essays **up to one week** after the due date, at a significantly reduced grade. For each calendar day that your essay is late, you will receive a reduction of one-half a letter grade. For example, an “A” essay turned in one week late will receive no higher than a “C”. I will not accept late essays after one week, and I will not accept any kind of late in-class work or reading responses. All essays must be submitted in hard copy and on CANVAS. **I will not accept any work via email.** In the case of extreme extenuating circumstances, contact me before the due date so we can plan accordingly.

### Extra Credit

Students are expected to stay on top of all assigned work and perform effectively during classroom activities. There will be a few opportunities for extra credit; however, these opportunities will be minimal.

### Classroom Protocol

- **Diversity:** In English 1A, you will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups. Be respectful and supportive of your classmates during discussion and class activities. All members of the class should be able to feel comfortable and safe to explore various modes of communication.
- Always bring *The Curious Writer* and your course reader to class.
- Please arrive for class on time. If you need to leave early, please notify me **before class has begun**. If tardiness becomes a habit, you may lose participation points for the day.
- All students are expected to come to class with **readings and assignments completed**.
- All students are expected to listen respectfully to their peers, take notes and contribute to class discussion regularly.
- If you are not prepared for class, then do not come. It is a waste of everyone’s time, and disrespectful to those who are prepared and engaged. You will not receive participation points for being in class without doing the work.
- Do not sleep in class. Sleeping will result in a loss of participation points for the day. If this becomes a habit, you may be asked to leave.

- There will be absolutely **no cell phone use** during class. Though these devices have profound impacts on our daily lives, they are distracting and unnecessary in the classroom. Using a device during class will result in the loss of daily participation points. If it becomes a chronic problem, you may be asked to leave.
- Unless you have a documented, daily need for a laptop, they are not to be used during class time. There may be certain days (such as workshops or in-class essays) where laptop use is permitted. These will be specified by the instructor.
- Regular attendance is paramount to your success in this course. While I understand that we all miss class occasionally, regular absences **will negatively affect your performance and grade**. You are responsible for missed classes. Unless you are informing me that you need to miss an exam or workshop, **do not** contact me about missed classes or class work. Familiarize yourself with the schedule, and talk to your classmates about what you missed. Should you anticipate the need to miss multiple classes for some extenuating circumstance, please let me know as soon as possible.
- I am here to help you, so don't be a stranger! If you are struggling, have questions about assignments, need clarification, or simply want to talk, I am available! You are always welcome to come during my office hours, but if you are unavailable during my listed hours make an appointment. Although I have my own classes during the week, I am almost always on campus Monday through Thursday. However, visiting during office hours is **the best way** to discuss assignments, grades, and various other questions. Please do not ask me questions about your grades in class.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings

are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; 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.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

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

### **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 the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Counseling Services**

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



# Engl 1A Section 25 / First-Year Writing, Fall 2015, Course Schedule

\*Schedule subject to change with fair notice

CR=Course Reader

CW=The Curious Writer

\*Unless otherwise specified, skip all exercises and readings presented throughout each chapter

EW=The Everyday Writer

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	Course Intro & Syllabus Overview
1	8/26	<b>Reading:</b> CR: “We Wear the Masks” (3), “The Mask” and “Ego Dominus Tuus” (5-7) <b>Diagnostic Essay (Bring Greenbook)</b>
2	8/31	Unit 1: Creating Personas <b>Reading:</b> CR: “If You Are What You Eat, Then What Am I?” (95-103), “The Theory of Personas” (9-10) CW: Chapter 1 (pages 3-19) CANVAS selection <b>Discussion:</b> Creation of Personas in Rhetorical Situations, The Writing Process
2	9/2	<b>Reading:</b> CR: “The Writing Life” (15-17), “The Negro and Language from <i>Black Skin, White Masks</i> ” (11-14) CW: Chapter 1 (pages 22-36) <b>Discussion:</b> Adapting and Re-creating Persona in Different Contexts <b>Writing Response Due on CANVAS</b> *Assign Major Assignment #1
3	9/7	Labor Day— <b>Campus Closed</b>
3	9/9	<b>Reading:</b> CR: “Gender in the Classroom” (151-155) CW: Chapter 2 (39-52), Chapter 3 (71-76) EW: (12-17) <b>Discussion:</b> The Created Persona of the Academic Writer <b>Writing Response Due on CANVAS</b> <b>Activity:</b> Composing Across All Mediums
4	9/14	<b>Reading:</b> CR: “Impression of New England” (67-68), “Impressions of Japan” (69-71) CW: Chapter 2 (52-68), Chapter 3 (85-96) CANVAS selection <b>Discussion:</b> The Creation of Local and National Personas <b>Draft of First Major Assignment Due (in class and on CANVAS)</b>
4	9/16	<b>Reading:</b> CR: “Texan Ostentation”(73-80) CW: Chapter 3 (96-105, 108-109) <b>Discussion:</b> Peer Editing, Personification in Individual States <i>Grammar Lesson</i> <b>Writing Response Due on CANVAS</b>
5	9/21	<b>Reading:</b> Essays

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Guided Peer-Editing Workshop</b>
5	9/23	<b>Reading:</b> CR: “The Picture of Men: Superhero or Slacker” (135-137) “In Defense of Liz Lemon” (139-141) “Throwing Like a Girl” (143-147), “How Boys Become Men” (133-134) CANVAS selection Discussion: Persona and the Creation of Gender, Final Thoughts <b>First Major Assignment Due (In class and on CANVAS)</b>
6	9/28	Unit 2: Global Citizenship <b>Reading:</b> CR: “Harmony and the Dream” (21-22), “On National Prejudices” (47-48) CW: Chapter 7 (235-249) CANVAS selection <b>Discussion:</b> The Personification of Nationality
6	9/30	<b>Reading:</b> CR: “Two Ways of Seeing a River” (25-26), “Grant and Lee” (31-32), Lincoln “The Gettysburg Address” (49), Hightet “The Gettysburg Address” (51-53) CW: Chapter 13 (249-266); Read all of the Sample Essays from this section <b>Discussion:</b> Argumentation/Analysis, Comparison and Contrast in American Oratory <b>Writing Response Due on CANVAS</b> *Assign Major Assignment #2
7	10/5	<b>Reading:</b> CR: “Letter From a Birmingham Jail” (109-114), “I Have a Dream” (115-120), “The Young Woman in the Character of a Wife” (41-42), “Why the Americans Display More Readiness and More Taste” (43-45) <b>Discussion:</b> Constructing American Citizenship and Identity <b>Writing Response Due on CANVAS</b> <b>Activity:</b> Aristotle’s Appeals in the Classroom
7	10/7	<b>In-Class Essay 1</b> <b>Bring Greenbook to class</b>
8	10/12	<b>Reading:</b> CR: “1 <sup>st</sup> Inaugural Address” (55-62) CW: Chapter 13 (266-278, 283) CANVAS selections <b>Discussion:</b> The Persona of the United States Across the World <b>Activity:</b> How to Write an Encomium for Any Audience
8	10/14 (THESIS DAY)	<b>Reading:</b> CW: Chapter 13 (543-555) EW: (92-93) <i>Grammar Lesson (Thesis)</i> <b>Discussion:</b> Thesis Workshop <b>Draft of Second Major Assignment Due (in class and on CANVAS) Writing Response Due on CANVAS</b>
9	10/19	<b>Reading:</b> EW: (78-93) Writing as a Process CANVAS selections <b>Discussion:</b> The Importance of Structure in Academic Writing <b>Activity:</b> Applying Erasmus’s “De Copia” to Academic Writing

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/21	<b>Reading:</b> Essays <b>Peer-Editing Workshop</b>
10	10/26	<b>Reading:</b> CANVAS selections <b>Discussion:</b> Issues in Global and Domestic Politics and Society <b>Second Major Assignment Due (in class and on CANVAS)</b> <b>Activity:</b> Quintilian and “The Good Will”
10	10/28	<u>Unit 3: Sustainability</u> <b>Reading:</b> CR: “A Pagan Response to the Affordable Care Act” (63-64), “Undocumented Immigrants” (121-123) CANVAS selection <b>Discussion:</b> Social Sustainability and Cultural Issues <b>Writing Response Due on CANVAS</b>
11	11/2	<b>Reading:</b> CR: “Happy Meals and Old Spice Guy” (27-28) “Fallon and Letterman and the Invisible Late Show Audience” (29-30) “Why Americans Don’t Do Dirty Jobs” (33-37) CANVAS Selection <b>Discussion:</b> The Future of Labor and The Role of the Audience in Consumer Culture *Assign Major Assignment #3
11	11/4	<b>Reading:</b> CR: “The Color of Success” (87-88), “The Myth of the Latin Woman” (105-108) “Ain’t I a Woman?” (129) CW: Chapter 4 (111-115), Chapter 8 (285-300) CANVAS selections <b>Discussion:</b> Sustaining Identity in a Dominant Culture <b>Writing Response Due on CANVAS</b>
12	11/9	<b>In-Class Essay 2</b>
12	11/11	<b>Veterans Day—Campus Closed</b>
13	11/16	<b>Reading:</b> CR: “Like Mexicans” (125-127) “How It Feels to be Colored Me” (83-86) CW: Chapter 4 (128-132), Chapter 8 (310-323) <b>Discussion:</b> Sustaining Identity within Various Cultures
13	11/18	<b>Reading:</b> CR: “Mother Tongue” (91-94) “Why and When We Speak Spanish” (167-168) “Life Under the Chief Doublespeak Officer” (165) CW: Chapter 4 (144-148), Chapter 8 (323-335) <b>Discussion:</b> Sustaining Identity in Discourse Communities <b>Writing Response Due on CANVAS</b> <b>Draft of Third Major Assignment Due (in class and on CANVAS)</b>
14	11/23	<b>Reading:</b> Essays <b>Peer-Editing Workshop</b>
14	11/25	<b>Presentation Group Work</b> <b>Writing Response Due on CANVAS</b>
15	11/30	Third Major Assignment Due: Multi-Modal Projects
15	12/2	Third Major Assignment Due: Multi-Modal Projects

Week	Date	Topics, Readings, Assignments, Deadlines
16	12/7	Final Discussion
Final Exam	TBA (12/10-12/16)	In-Class Essay

#### Extra Credit Opportunities

I expect every student to stay on top of their work and complete *all* reading and writing assignments throughout the semester. That being said, there will be a few opportunities to receive minimal amounts of extra credit throughout the semester. These opportunities include:

\*Memorize and recite at least 10 sequential lines from II.viii 139-166 of William Shakespeare's *As You Like It* and write a reflective 250-word response detailing your experience in memorizing your lines.

\*Attend one lecture or speech by one of the guest speakers in the MLK Library and write a 250-word response describing the experience. I will provide more information regarding these extra credit opportunities as the semester continues.

#### Major Assignment Dates

**8/26** – Diagnostic Essay

**9/1** – Last Day to Drop Courses without an entry on student's permanent record (D)

**9/9** - Last day to add course and register late (A)

**9/14** - Draft of Major Assignment #1

**9/23** - Final Draft of Major Assignment #1

**10/7** – In Class Essay #1

**10/14** - Draft of Major Assignment #2

**10/26** - Final Draft of Major Assignment #2

**11/9** – In Class Essay #2

**11/18** - Draft of Major Assignment #3

**11/30-12/2** - Final Draft of Major Assignment #3

**12/10-12/16** - Final

#### Fall Saturday Seminars

**\*Not Extra Credit for the Course**

9/19/15 - "Writing Projects Defined"

10/17/15 - "Modern Guilt: Writing Projects and ELA"

11/14/15 - "Where It's At: Resources for Designing Writing Projects"

•Unit of Credit Opportunities\*

1 Upper division/graduate level semester unit available for \$150 and...

>Attending 2 of 3 Fall 2015 Saturday Seminars writing a five-page paper

>Attending all 3 Fall 2015 Saturday Seminars and writing a three-page paper

•Professional Learning Community (Register by 10/17/15)\*

Earn 2 units of credit for \$300 (Includes workshops and lunch)

Attend all Fall 2015 Saturday Seminar Workshops & 2 Cohort Group Mtgs

Write a 5 page reflection paper due Dec 19, 2015

•Writing Seminar Grades 4-10

October 17, 2015 & November 14, 2015 9:30-11:30 am Cost: \$10

\*these units are FREE for SJSU matriculated students who register for ENGL 180 through Gabby Rabanal at the beginning of the fall semester

All seminars are located on SJSU Campus. Register online at [www.sjawp.org](http://www.sjawp.org)