

San José State University/ Spring 2015/Sections 15,26,47,57
Department of English and Comparative Literature
English 1B, Critical Thinking and Writing (GE A3)

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Office Hours:	Monday-Wed 1:30-2:30 and via email
Class Days/Time:	Monday/Wed 10:30, 12, 3:00, 4:30 BBC 123/124

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/sherri.harvey> or accessible through the [Quick Links>Faculty Web Page](#) links on the SJSU home page. You are responsible for regularly checking your email for any changes or additional assignments or supplemental material that might be assigned.

GE A3 Course Description

In critical thinking courses, students will understand logic and its relationship to language. Courses include a series of integrated reading, writing, oral, and research assignments that engage students in complex issues requiring critical thinking and effective argumentation. Students will develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes; parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate. Students will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

ENGL 1B Course Description

English 1B focuses on the relationship between language and logic in composing arguments. Students develop strategies that incorporate critical reading and thinking skills into the writing process. Drawing on systems of analysis from rhetorical theorists and logicians (for instance, Aristotle, Rogers, and Toulmin, among others), students learn systematic reasoning so that they can lay out premises clearly, provide evidence, and draw valid conclusions. Reading a variety of texts, students study conventions of formal writing as well as textual cues that control the development of logical inferences.

ENGL 1B Section Description This course will focus on the theme: Heroes and Villains. We will explore the stories we create about ourselves through social media, and the stories we tell and look at our own cognitive biases that inform us of the differences between a hero and a villain. Using Jeanette Wall's *The Glass Castle*, and poems by Elenor Lerman, Kim Addonizio, Charles Bukowski (to name a few), we will explore how taking about our lives creates an identity that we then live up to. Our research paper will focus on how art creates a story that becomes a a part of how we see the world. You will be expected to visit The San Jose Museum of Art, <http://simumart.org/>, to create your own argument about your beliefs.

ENGL 1B Learning Outcomes and Course Content

GE A3 Learning Outcomes (GELO)

Students will demonstrate, orally and in writing, proficiency in the Area of A3 Learning Objectives. Students will be able to

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. identify and critically evaluate the assumptions in and the context of an argument.
5. effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

ENGL 1B Course Learning Goals (CLO)

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

1. discuss complex ideas clearly, logically, persuasively.
2. state a clear position while taking into account other points of view, integrating both qualification and rebuttal as appropriate.
3. identify the different kinds of argument and the kinds of evidence appropriate to each one.
4. integrate research logically and ethically; analyzing, interpreting, synthesizing, and documenting information and ideas gleaned from reliable sources.
5. use appropriate paragraph and essay conventions to organize arguments into clear, readable logical sequences that are both coherent and persuasive.
6. control syntax, grammar, and punctuation to develop prose that is readable, logical, and clear.
7. identify formal argumentative structures (warrants, evidence, qualification, rebuttal, enthymemes and syllogisms) and distinguish common logical fallacies.
8. draw and assess inferences and recognize distinctions among assumptions, facts, inferences, and opinions.

ENGL 1B Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: Students will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give students repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include both in-class writing as well as revised out-of-class essays.

Students will receive frequent evaluations of their writing from the instructor. In keeping with the core goal of A3—understanding the relationship between language and logic—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 student success as well as note problems and suggest ways to improve.

Logic: Students will learn methods of argument analysis, both rhetorical and logical, that will allow them to:

- distinguish denotation from connotation, abstract from concrete, literal from inferential.
- identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.
- recognize and evaluate assumptions underlying an argument.
- draw and assess inferences and recognize distinctions among assumptions, facts, inferences and opinions.
- distinguish the role of audience, context, and purpose in shaping argumentation strategies.
- evaluate rhetorical appeals to understand the role of emotion and ethos in relation to logic as part of effective argumentation.

Oral: Students will also complete oral communication assignments. These assignments may include individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, will substantively remark on the logic of the argument as well as the presentation's delivery.

Reading: In addition to being an intensive writing course, ENGL 1B is also a reading course. Readings include useful models of writing for academic, general, and specific audiences; readings are used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading is devoted to analytical, critical, and argumentative texts. Instructors will help students develop and refine strategies for reading challenging, college-level material.

Research: A3 courses will include a library orientation conducted or approved by a trained librarian to introduce the library and basic research strategies that students will need to complete upper-division coursework,

including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays informed by library research is required.

Required Texts/Readings

Word Passion II reader available through your instructor on the second day of class for \$10.00

The Glass Castle by Jeanette Walls available online as a PDF, or for purchase in any bookstore or online

The Everyday Writer, Lunsford, Andrea (recommended)

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

Library Liaison

ENGL 1B requires students to conduct library research. Toby Matoush is the library liaison who can assist students for ENGL 1B. Phone: (408) 808-2096; Email: toby.matoush@sjsu.edu

Silke Higgins presents our InfoPower Sessions and is also available for consultation. Phone: 408-808-2118

Email: silke.higgins@sjsu.edu

ENGL 1B Section-Specific 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>.

ATTENDANCE: this consists both of being in class on time, remaining for the entire class period, and being prepared with that day's reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED. If you are absent, please contact a classmate to figure out what you missed. If you send me an email asking what we missed, I will not respond. You are an adult and shall be treated like one in this class. If you miss class, contact a class mate, check the faculty web page, review the assignment schedule, or come to office hours. **DO NOT MAKE YOUR ABSENCE MY PROBLEM.**

ESSAY FORMAT: All out of class essays must be typed, double spaced, using 1 inch margins, no title pages or binders, and must include rough drafts. This should be taken care of prior to the time the essay is due. No last minute scrambling will be accepted. If you fail to follow MLA format, your paper will not be accepted.

PLEASE NOTE: Out-of-class essays with no peer review will be dropped one letter grade. To avoid this, do not be absent on the days we conduct peer evaluations. A copy of your prewriting, rough draft and peer edit

sheets need to accompany your final essay. Please do not email your essay to me in lieu of coming to class during peer evaluation without making prior arrangements.

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.

Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time, and remain for the full class period.

RESEARCH PAPER: English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively and citing them properly. A traditional research paper is mandatory. The research paper will be your final out-of-class essay that counts for a total of 45% of your final grade. It will follow MLA format like all out-of-class essays, and will include a Works Cited page. The paper will have a number of components, all of which will count toward the final grade, and will be discussed in class.

Please note: your proposal counts as a paper. If you fail to turn in ANY of the components of the paper, (including the rough draft, the proposal and annotated bibliography) you will not receive credit for the paper and therefore, fail the class. They are independent assignments but dependent on each other for your success in this class.

READINGS: Critical reading is the second objective of the course. You will be required to come to class prepared to discuss the readings assigned for that day. The readings will acquaint you with a wide variety of writing styles, techniques, opinions and genres. Pop quizzes will be given if I notice that you are not reading.

NOTE: The schedule of assignments is tentative and is subject to change based on the needs of everyone in class. It is crucial that you are present to stay in tune with the class. Be sure to exchange phone numbers with other students because if you miss a class, you are still expected to be prepared for the next class.

Course Content

Research: English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

Diversity: The assignments (reading and writing) in English 1B will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.

This course will require that you visit the SJSU Museum of Art twice which will cost \$10.00

Written Assignments: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing.

Reading: The reading in English 1B includes useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written

communication and reading. The majority of the readings are devoted to analytical, critical, and argumentative essays. However, other readings may include poetry, fiction, and drama.

Oral Presentation: You will be expected to explicate a poem and lead the class on this discussion as a group of 3. You will use GoogleDocs to create a slideshow and you will make a handout to accompany your presentation. You will also use GoogleDocs to create a group paper due before you present. Your presentation must last at least 30 minutes and must engage the class in a discussion about the literal and figurative implications of the poem.

Reading: You will read a variety of essays, poems and a book that deal with the theme of storytelling and identity.

<i>Points</i>	<i>Words</i>	<i>CLO-GELO</i>	<i>Assignment</i>
100 points	1000	CLO1,2/GELO 1-3	Paper One, <u>The Glass Castle</u>
100 points	500	CLO 1,2,6,8/GELO 1-2	Paper Two, Oral Presentation of a Poem
100 points	500	CLO1,4,5/GELO	Paper Three, Proposal and Annotated Bibliography
100 points	1250	CLO4,5,6 GELO 2-6	Paper Four, first draft of research paper
250 points	2000	CLO 1-8	Paper Five, Research Paper
50 points	500	CLO3 2,3	In Class Essay # 1 Diagnostic Essay: Claiming an Education: what does that even mean? What is an education?
50 points	500	CLO 3	In Class Essay #2 Revision of ICE # 1
200 points	500	CLO 1-6	Final exam
50 points		CLO 3-4	Class participation based on in-class POP quizzes and exercises

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have 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.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

This course must be passed with a C or better as a CSU graduation requirement.

Classroom Protocol

ATTENDANCE: this consists both of being in class on time, remaining for the entire class period, and being prepared with that day’s reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED. DO NOT MAKE YOUR ABSENCE MY PROBLEM. If you are absent, you are still responsible for keeping up with the class. Please contact a friend in class to find out what you missed.

Please make sure your name and the time that we meet is listed on all paperwork you turn in to me.

Cell phones and computers may be used in class as long as they are relevant to what we are doing—which is up to me. If I see you texting, I will ask you to SING A SONG.

REGARDING CELL PHONES OR PAGERS IN CLASS: If your cell phone rings in class, you are required to bring cookies for the entire class to the next meeting.

WHAT YOUO CAN EXPECT FROM ME:

I will be prepared for class, on time, I will not leaving early, I will be respectful of you and your opinions. I will put in the time and effort required to run a successful classroom as a leader, but the effort and the work from you is also required for the class to run. This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by

something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

University Policies

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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 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>, requires students to obtain instructor's permission to record the course:

- “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.” 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 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 is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

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 at 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 (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 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at www.sjsu.edu/english/comp/policy/index.html

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

Student Technology Resources

Computer labs for student use are available in the Academic Success Center 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 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.

ONLINE:

A Writer's Reference by Diana Hacker

Diana Hacker's Research and Documentation Site

The Elements of Style by William Strunk, Jr.

Web Site listed below.

<http://bcs.bedfordstmartins.com/resdoc5e/>

<http://www.bartleby.com/141/index.html>

Assignments and Grading Policy

HERE IS A PLACE TO WRITE IN YOUR OWN SCORES and KEEP TRACK OF YOUR OWN GRADE:

100 points	SLO1,2	Paper One, <u>The Glass Castle</u>	
100 points	SLO 1,2,3	Paper Two, Oral Presentation of a Poem	
100 points	SLO1,4,5	Paper Three, Proposal and Annotated Bibliography	
100 points	SLO 4,5,6	Paper Four, first draft of research paper	
250 points	SLO 1-6	Paper Five, Research Paper	
50 points	SLO3	In Class Essay # 1	
50 points	SLO 3	In Class Essay #2	
200 points	SLO 1-6	Final exam	
50 points	SLO 3-4	Class participation based on in-class POP quizzes and exercises	

IMPORTANT CLASS CONTACTS:

Write THREE NAMES, PHONE NUMBERS AND EMAIL ADDRESSES BELOW

English 1B, Spring 2015, Course Schedule

Please note: this schedule is tentative and subject to change based on the needs of everyone in the class. Please keep up by contacting another classmate if you miss class. DO NOT email me and ask me what we did in class.

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
1	Jan 26 Jan 28	Syllabus introduction Introductions to classmates Abstract vs Concrete Language Read Prewriting Strategies at http://faculty.nwc.edu/lakirby/English%20090/prewriting_strategies.htm
2	Feb 2 Feb 4	ICE # 1/Claiming an Education Introduction to TGC/Discuss topics for Essay # 1/TGC Discuss Quoting MLA Style Read Quoting Others TSIS Chap 3 pp 39-47
3	Feb 9 Feb 11	Using Quotes to support argument TGC/ Discuss MLA format http://www.calstatela.edu/library/guides/3mla.pdf
4	Feb 16 Feb 18	Drafts of Essay # 1 due BRING 3 COPIES TO CLASS ESSAY # 1 DUE Begin POETRY
5	Feb 23 Feb 25	Poetry Poetry
6	March 2 March 4	Poetry Workday Presentations
7	March 9 March 11	Presentations Presentations Presentations
8	March 16 March 18	Presentations INFOPOWER PRESENTATION
9	March 23 March 26	Spring Break

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
10	March 30 April 1	NO CLASS Discuss writing an annotated bibliography http://owl.english.purdue.edu/owl/resource/614/01/
11	April 6 April 8	Writing an Argument /RESEARCH EXPECTATIONS http://papyr.com/hypertextbooks/comp2/critique.htm MUSEUM TRIP
12	April 13 April 15	Evaluating Websites INFOPOWER # 2
13	April 20 April 22	http://olinuris.library.cornell.edu/ref/research/webeval.html Proposals plus annotated bib due (Essay # 3) IN CLASS ESSAY # 2/revision
14	April 27 April 29	Drafts of research papers due (Essay # 4) WORK DAY
15	May 4 May 6	RESEARCH PAPERS DUE ICE #3
16	May 11 May 13	FINAL EXAM Last day of class—party!

Helpful sites:

Purdue University Online Writing Lab

<http://owl.english.purdue.edu/owl/>

Grammar Bytes—Interactive Grammar Exercises

<http://chompchomp.com>

10 Steps to Writing an Essay

<http://www1.aucegypt.edu/academic/writers/>

11 Rules for Writers

<http://junketstudies.com/omla/11-rules-of-writing/>

12 Tools to Keep Your School Life Organized

<http://www.pcmag.com/article2/0,2817,2328292,00.asp>

Tech Tools for Scholars

http://www.insidehighered.com/blogs/library_babel_fish/tech_tools_for_scholars_the_sequel

Audience Analysis

<http://papyr.com/hypertextbooks/comp1/audience.htm>

Coherence and Unity

<http://papyr.com/hypertextbooks/comp1/coherent.htm>

Proofreading

<http://writing.wisc.edu/Handbook/Proofreading.html>

Varying Sentence Structure

<http://owl.english.purdue.edu/owl/resource/573/01/>

We will complete this in class.

From Claiming an Education (1977) by Adrienne Rich taken from a speech given at Mills College

The first thing I want to say to you, who are students, is that you cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner; to assert in the face of possible contradiction. "To receive" is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon, and for women it can literally mean the difference between life and death.....Responsibility to yourself means that you don't fall for shallow and easy solutions--predigested books and ideas, weekend encounters guaranteed to change your life, taking "gut" courses instead of ones you know will challenge you, bluffing at school and life instead of doing solid work, marrying early as an escape from real Mayisions, getting pregnant as an evasion of already existing problems. It means that you refuse to sell your talents and aspirations short, simply to avoid conflict and confrontation. And this, in turn, means resisting the forces in society which say that people should be nice, play safe, have low professional expectations, drown in love and forget about work, live through others, and stay in the places assigned to us. It means that we insist on a life of meaningful work; insist that work be as meaningful as love and friendship in our lives. It means, therefore, the courage to be "different"; not to be continuously available to others when we need time for ourselves and our work; to be able to demand of others--parents, friends, roommates, teachers, lovers, husbands, children--that they respect our sense of purpose and our integrity as persons. ...The difference between lives lived actively, and a life of passive drifting and dispersal of energies, is an immense difference. Once we begin to feel committed to our lives, responsible to ourselves, we can never again be satisfied with the old, passive way.

1) Write an essay in which you discuss the similarities and differences between this passage from Rich's speech to the YouTube video, "I am worried about my grade".

Please sign and return by the 2nd day of class

Professor Sherri Harvey
San Jose State University
English Syllabus Contract

Please read and sign

I have read the syllabus, and understand the implications for late/missing work. I will make a commitment to this class, and take full responsibility for my performance in the class. I will check email regularly and keep up with the work load. I understand the responsibilities that this class requires, and will make every effort to meet those responsibilities.

I ALSO UNDERSTAND THAT THIS PROFESSOR DOES NOT ACCEPT LATE WORK WITHOUT PRIOR ARRANGEMENTS. ANY LATE PAPERS COULD RESULT IN NO CREDIT FOR THE COURSE UNLESS I CONTACT THE PROFESSOR BEFORE THE DUE DATE. This includes the multiple drafts of the research paper and in-class essays.

IF MY CELL PHONE RINGS OR VIBRATES DURING CLASS, I WILL BRING COOKIES TO THE NEXT CLASS MEETING FOR EVERYONE IN THE CLASS. IF MY TEACHER SPOTS ME TEXTING, I MAY ALSO BE ASKED TO BRING COOKIES.

I realize that my grade will be the direct result of the effort and time I put into this class, and I will do my best to earn the highest grade I can. I ALSO REALIZE THAT MY FINAL GRADE IS A NUMERICAL CALCULATION OF THE GRADES I RECEIVE ON MY WORK. After the last day of class, there is nothing I can do to improve my grade. I will do my best before then to assure my success.

(Your signature) _____

Your name:

Contact Info:

Date: _____

Additional info: