

**San José State University**

**ENGL 1**

**English 1A Section 34 (42369) and Section 41 (41137) and 64 (46376)**

**Department of English and Comparative Literature**

**Fall 2012**

**Instructor: Neli Moody**

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**Office Hours: M 10:00-11:45**

**Class Days/Time: MW 12:00-1:15, 1:30-2:45, and 4:30-5:45**

**Classroom: Sweeney 229 (34,41) and 238 (64)**

**GE Area: A2 (Letters)**

**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 accessible at [My Faculty Webpage/](#). You are responsible for regularly checking for updates and announcements. In addition, notes will be posted on mycomplab and I sometimes send out emails using the roster. Make sure that your address in mycomplab and on the class roster are correct.

Due to recovery from surgery, Laimon Lo will be teaching sections 34 and 41 from Aug. 22 to October 1. Linda Landau will be teaching Section 64 during the same period. Be patient with them, as they will also be new to mycomplab.

**Course Description**

English 1A is the first course in the two-semester, lower-division composition sequence. It provides an introduction to college-level composition and fulfills the written communication requirement of the university's core GE. Through reading and writing with discernment, you will develop your skills as a writer.

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

## **Course Goals and Student Learning Objectives**

The objective of this course is to give you the skills to write academic papers that are academically sound, grammatically correct, and grounded in an understanding of the techniques and principles of academic writing in a variety of modes. Research papers will require an understanding of the proper use of research materials.

## **Learning Objectives and Activities for this Course**

As an Area A2 (Letters) course, the content and activities are designed to enable you to achieve the following learning outcomes:

Students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

Clear and effective communication of meaning.

An identifiable focus tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).

The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).

The ability to explain, analyze, develop, and criticize ideas effectively.

Effective use of supporting material drawn from reading or other sources.

Effective organization within the paragraphs and within the essay.

Accuracy, variety, and clarity of sentences.

Appropriate diction.

Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

## **Student Learning Objectives**

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

## **Course Content**

**Writing:** In English 1A, you will focus on practicing all phases of the writing process including: prewriting, organizing, writing, revising, and editing. This class requires that

you write sequenced essays, totaling a *minimum* of 8000 words. This total word count does not include your final exam, journals, quizzes, or any brief or informal writing assignments. However, this word count can include any major revisions of any assignments that have already been submitted for a grade and commented by peers or your instructor. A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes. In English 1A you will write at least 3 but no more than 4 essays and how you meet the 8000 word minimum will be specified on your greensheet. Throughout the semester, your instructor will give you frequent feedback on your writing, including comments on what is working well and suggestions for how to improve specific features of individual papers.

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

**Reading:** English 1A is a reading intensive course and I hope you will find the readings thought-provoking and a springboard for your writing. I will be bringing in supplemental materials that relate to the readings and will challenge you to new ways of seeing. The assigned reading must be completed by the beginning of each class period – our class discussions, quizzes, and essay prompts will relate to the reading selections. The readings are selected to stimulate discussion, exemplify rhetorical styles and provoke thought. Not only does this make for a more interesting class, but the more you read, the more tools you have to write effectively. Based on class needs, the reading assignments may change. Don't miss class.

**Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible. Such diversity requires an open mind and healthy respect for viewpoints unlike our own. I expect discussions, and we will have many on controversial subjects, be conducted in a manner befitting an academic setting. College is the perfect place for discussions and explorations of identity and beliefs with peers.

**Tutoring:** Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center. My complab also have tutoring. I trust it is of high quality, but I haven't used it yet.

**Course Materials:** The texts and lab should meet all the needs for this class. However, I encourage you to read on your own. Voracious readers make good writers. The last quiz will be on a book you have read. I suggest the campus book *The Immortal Life of Henrietta Lacks* by Rebecca Skloot.

**The University Essay Final Exam:** A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

**Grading:** A-F. This class must be passed with a D or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

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. Thoughtful responses with an attention to detail exemplify excellence.

### **Required Texts/Readings**

- Shrodes, Caroline, et al. *The Conscious Reader*, 12th edition ISBN- 10: 0-205-80328-8
- Harris, Muriel and Kunka, Jennifer L. *Prentice Hall Reference Guide*, 8<sup>th</sup> edition ISBN: 0-205-074669 with access to mycomplab
- 2 greenbooks for in-class essays, if you are not able to do them on the computer in class, colored pen (for in-class editing, not blue or black), a highlighter
- 2 yellow examination booklets for the final exam
- Computer access

### **Other Equipment / Material Requirements (Optional)**

College-level dictionary

Lined binder paper 8.5x11 for in-class writing.

Blue or black pens for in-class writing, a highlighter is also a good idea

Internet access and email

[Vocabulary Resource](#)

### **Classroom Protocol**

Cell phones must be silent (or on vibrate). Do not use cell phones in the class. No text messaging allowed. Laptops may be used during class time for presentations (and then it is optional), designated group work, grammar if you only have an online text, or with permission from the DRC.

### **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 calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Assignments and Grading Policy

Gradekeeper is the program that calculates the grades. At mid-semester, I will show you the reports. At the end of the semester, I will email you the report. Make sure I have a valid email for you. This way, you can track your progress and see why you received the grade you received.

## Assignments and participation

### Assignments

Assignments shall emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments shall give students repeated practice in prewriting, organizing, writing, revising, and editing. Several essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required; at least one of these essays shall be informed by research. This minimum requirement excludes the final examination, in class writing, quizzes, and any brief or informal assignments. However, it can include the diagnostic essay and assignments that require major revisions to a previously graded or reviewed draft. A major revision is defined as a rethinking or reworking of an assignment and not a simple “correcting” of mechanical errors noted on the original. At least three (but no more than four) essays shall be written in class.

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note problems and suggest ways to improve.

The essays are due as noted on the calendar on mycomplab. REFER TO MYCOMPLAB DAILY. I will post the syllabus, notes, and reminders there. Everything you need will be there. It is an invaluable resource.

### Reading

Readings are due the evening *before* they appear on the syllabus and calendar. If you see “9/13 CR page 197-201,” you should have read it by 9/12, turned in the homework on 9/12, and be prepared to discuss it on 9/13. Readings are the basis for class discussions, quizzes and homework. All readings will be addressed in one or more of these forms.

### Writing

Essays comprise the majority of the points in this class. ***They cannot be made up unless you have contacted me one week in advance.*** **Out-of-class essays must be typed, double-spaced, and in 12-point font.** They must also be in accordance with MLA citation guidelines. We will have a class discussion on the MLA format; additional information can be found in the *Prentice Hall Reference Guide* and on mycomplab. Points will be deducted for failure to comply. While I require that essays have a minimum number of pages, I will always be more interested in the

quality of your writing than in many pages of unfocused material. The essays are due by midnight of the due date in mycomplab.com. Turn in essays and group work on time! You should keep copies of all essays and other papers for your own reference in a Word file outside of mycomplab. There is one presentation and you must attend one literary event (a reading, play, or art and music with text) and write a one- page on the event. Check with me about acceptable events.

You have one week to get in a late paper. That's two class meetings. In addition, they will be graded down one grade for every day after the due date. You will be keeping all of your essays and assessments, including peer remarks and a grammar and vocabulary journal, in an e-portfolio. It is graded at the end of the semester. This is an invaluable way for you to track your inevitable progress as a writer.

### ***Workshops***

Workshops are one of the best ways to learn the art of writing. Your peers are a vital part of the process. (Another reason to be at every class.) We will be using the peer editing feature on mycomplab. It must be the minimum number of pages at the peer edit. ***If you miss a workshop, you must take the paper to the Writing Center and I must, both receive confirmation from the writing center specialist, and see the paper with Writing tutor notes.***

***The first submitted draft and peer edit is part of your grade and cannot be made up. If you turn it in late, it affects everyone in your group, so be conscientious and be respectful of your teammates.***

### ***Homework***

Homework assignments may be responses to readings or practice exercises. They may also be grammar assignments, as on mycomplab. Out-of-class work must be typed, double-spaced, and in 12-point font. Again, I am more interested in a well-written response than pages without purpose. I read everything. ***Reader responses will not be accepted late.*** We will also do in-class exercises. Students have found these valuable.

### ***Mycomplab***

This will be my second semester using mycomplab.com. We will spend two days exploring the features and learning how to navigate the system. They have improved the system in many ways, and my students gave me some great tips about how to make the experience better. You must sign in using your textbook access key. The syllabus is posted there, as well as assignments to be turned in. You will be submitting your essays there and those will be put in the online portfolio, along with self-assessments. These assessments are the most important part of this course in terms of improving your writing skills. The site includes all kinds of useful resources and it is the place I will be commenting on your papers and returning them to you for revision. I will direct you to the resources needed to improve your skills. You will take several diagnostics on grammar at the beginning of the semester and the system will suggest exercises to help you in weak areas. I will have access to these and you will note these, the weaknesses and exercises, in your grammar journal. These constitute the core of your Study Plan. In addition, you should have a vocabulary section with one word per week, defined and used in a sentence. Expanding your word options as a writer will greatly enhance your writing. Have patience. We will be learning this together. If you have any problems at all, contact me immediately so that we can work them out.

CODES: (34) Moody

(41) Moody

(64) Moody

### ***Quizzes and Exercises***

Grammar exercises from the texts are an integral part of this class. We will do some grammar work in groups, so there will be no excuse for not knowing the material. Quizzes, which are weekly and worth 10 pts. each, may test grammar skills or require analysis and/or comparisons of readings. Be prepared. I will not accept late homework.

### ***Event***

You are required to attend one literary event and write (type) a one-page account. This is a response to the event with specific details of the event and an analysis of your response to it.

### ***Final Exam***

The departmental final exam for all English 1A students will be held on Saturday, December at 8:00 A.M. ***This exam is mandatory and cannot be rescheduled*** – make arrangements now!

***Conferences:*** I will hold conferences mid-term with each of you. These will be brief. Be prepared to bring any questions you may have, or papers you'd like to discuss in the 10-15 minute period. There will be a sign-up sheet posted. BE ON TIME.

### **Plagiarism**

Plagiarism means passing someone else's work off as your own, such as:

1. using text from a book and not citing it as such
2. using web page text directly in your papers without citing
3. having someone else write all or part of your paper.

Any assignment containing plagiarized passages will receive a 0 grade automatically. We will discuss strategies on avoiding plagiarism, in class. Plagiarism and cheating will not be tolerated. Plagiarism or cheating on any portion of any assignment, including originality scores above the announced level, will result in a failing grade for the assignment and possibly the course. All student work is subject to review at mycomlab.com to identify possible sources of plagiarism. Students found guilty of academic dishonesty will be reported to the proper authorities and may result in a grade of F. I use mycomlab originality reports to check your work.

### **GRADING BREAKDOWN 1000 PTS. TOTAL (CONVERTS TO A LETTER GRADE AT THE END OF THE SEMESTER)**

Grades are calculated in Gradekeeper and on mycomlab. You will receive your mid-semester at conference.

The system rounds to the tenth. That total is what you receive.

Deliverables and grade criteria	Points	Form	Total
Quizzes SLO 2,4	10	Written	100
Grammar Homework	10	Typed	50

Reading Responses	10	Typed	50
E2, 4, 6 SLO 1-4	100	4-5 pages MLA format	300
In class 1,3,5 SLO 1-4	50	4-5 pages MLA format	150
Final SLO 1-4	200		200
Event SLO 2	10	Typed 1 page MLA format	10
Participation SLO1-4	20		20
Portfolio SLO1-4 (assess./gv)	100		100
Conf. and Tutorial	10		20
			1000

### Grading Scale

Points	1000-972	899-872	799-772	699-672	599-0
Grade	A+	B+	C+	D+	F
	970-940	871-840	771-740	671-640	
	A	B	C	D	
	939-900	839-800	739-700	639-600	
	A-	B-	C-	D-	

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors. I encourage you to utilize such media.

### Tutoring and Other Help

San Jose State provides students with free tutoring at the Learning Assistance Resource Center (LARC) and the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to take advantage of these services; it is a common myth that these services are for “dumb” students, but even the most brilliant

writers can benefit from editorial services. Services are also available on mycomplab, but you must plan ahead.

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

Mycomplab offers tutoring services. Think ahead and make use of them. WriteClick was highly recommended last year by students. It will greatly assist you in writing better papers.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center Website is located at <http://www.sjsu.edu/writingcenter/>.

### **Helpful Websites**

<http://www.sjsu.edu/larc/>

<http://www.sjlibrary.org>

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

<http://essayinfo.com/>

<http://www.wonderfulwritingskillsunhandbook.com>  
[mycomplab](#)

### **University Policies**

#### **Academic integrity**

The University's Academic Integrity Policy is available at:

[http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic Integrity Policy S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For

this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Academic Standards for Assessment**

This class is graded on the A-F system.

The "A" paper will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors. The "B" paper will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some slight weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" paper will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the experience or support generalizations.

The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" paper will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer's ability to communicate.

The "F" paper will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

### **English 1A Sections 38, 51, 65 Moody**

**While I try to keep to the syllabus, the schedule is subject to change as inspiration strikes or as class needs arise. Any changes will be listed in advance on mycomplab**

**and noted in class. The substitute professors may make changes in readings and/or assignments.**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	8/22	Make sure you have an access code (on the back of the book) for mycomplab before this class. Syllabus, introductions, mycomplab workshop If you have a laptop bring it to this session and the next session.
2	8/27  8/29	<b>Essay 1</b> Write essay 1 Write about an experience or person who helped shape who you are. Use descriptive language. Assume the reader knows nothing. Focus on what the reader needs to know. You're not a reporter, but a storyteller. Assigned Diagnostics  Read <i>CR</i> pgs. 8-21 <b>Quiz 1</b> <i>Prentice Hall Reference Guide (PHRG)</i> pgs. 1-10, 1a-2b Writing Processes <b>Contracts, Diagnostics, and Plagiarism tutorials</b> due. This is done online from any computer, but you must have a library card to register. <a href="#">Link to tutorials</a>
3	9/3  9/5	<b>Holiday</b>  <b>Essay 1 Revision due</b> <i>CR</i> pgs. 134-147 <i>PHRG</i> pgs. 11-14 Thesis statements <b>Q2</b>
4	9/9  9/10  9/11 9/12	<i>CR</i> pgs. 205-208 and 218-224 <b>HW1</b> <i>CR</i> Suggestion for Writing (SW) pg. 207 <i>PHRG</i> pgs. 25-36 3b-4 Paragraphs  <b>HW2</b> <i>CR</i> SW pg. 74 1-4 <i>CR</i> pgs. 64-78 <i>PHRG</i> pgs. 52-65 5c Writing Assignments <i>PHRG</i> pgs. 117-120 11-12a Comma Splices
5	9/16	<b>Essay 2 due first draft</b>

Week	Date	Topics, Readings, Assignments, Deadlines
	9/17  9/18 9/19	CR pgs. 134-147 PHRG 148-154 19-20d Sentence Clarity  PHRG pgs. 120-130 12a-13b Common Mistakes <b>HW3 PHRG</b> 13.1 pg. 130
6	9/24  9/25 9/26	CR pgs. 197-201 and 218-224 and pg. 406 <b>Quiz 3</b> <b>E2 Revision due</b>  CR pgs. 340-343 and 343-350 <b>HW4</b> pgs. 342-343 1-4 PHRG pgs. 203-218 28-31b Phrases and Clauses
7	9/30 10/1  10/2 10/3	CR 350-354 and 354-363 <b>Quiz 4</b>  <b>HW5 PHRG</b> 16.1 pg. 142 CR pg. 174, 248-256 PHRG pgs. 135-139 and 138-142 15a-16a Parallel Constructions
8	10/7 10/8        10/10	<b>HW 6</b> Choose a song that makes a political statement or comments on society. Write an effective one-page essay. What is the songwriter attempting to do? Attach the lyrics to the appropriate homework file and explain why the lyrics are particularly effective. Be specific. Would the song be as effective without the music? Link the piece to a Youtube video.          <b>Essay 3 (In class) Bring a laptop or a green book. Compare and contrast.</b>
9	10/15 10/16  10/17	<b>Conferences 9:00-3:00 Sign up for appointments online</b> <b>Conferences 9:00-3:00</b>  CR pgs. 510-517 and 517-530 PHRG pgs. 163-174 22 Parts of Speech and 69-87 7c-7f Arguments <b>Quiz 5 <a href="#">Closing Arguments</a></b>

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/21 10/22  10/24	<b>HW7</b> pgs. 157-158 20.2 PHRG pgs. 154-162 Transitions CR pgs. 707-727 <b>Quiz 6</b>  Resources TBA How to Peer Edit
11	10/29  10/30 10/31	<b>E4 Workshop Peer Editing Assignment Bring a laptop and three copies of your complete essay.</b>  CR 651-659 <b>HW8</b> pg. 654 1-2 PHRG pgs. 190-200 Parts of Speech
12	11/5  11/7	CR pgs. 597-601 and pgs. 279-281 PHRG pgs. 175-190 23a-25a Pronouns <b>E4 Due</b>  CR pgs. 703-707 597-601 <b>E4 due</b> <b>Quiz 7</b>
13	11/12  11/14	Veterans Day Holiday
14	11/19  11/21	CR pgs. 23-38 Cartoons <b>Quiz 8</b>  CR pg. 465-471 PHRG pgs. 408-448 <b>HW 9</b> Exercise 70.1 pg. 447 <b>Essay 5 (in class) bring greenbooks</b>
15	11/26  11/28	Essay 5 work  CR pgs. 262-279

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<b>Quiz 9</b> <b>Portfolios due</b>
16	12/3	<b>HW 10 Letter</b> <b>Presentations</b> <b>Essay 6 due</b>
	12/5	<b>Quiz 10</b> <b>Events due</b> <b>Presentations</b>
17	12/8	<b>Final exam 8:00-10:00</b>
	12/10	<b>Last day of classes</b>