# San José State University
## English Department
### English 1a, Fall 2013: Sections 40 and 50

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Linda Lappin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Faculty Offices building room 105</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924-4601</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:linda.lappin@sjsu.edu">linda.lappin@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tues/Thurs 9-11, and by appointment</td>
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</tbody>
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### Class Days/Time:
- Tuesday-Thursday
- **Section 40** (42370) from Noon to 1:15
- **Section 50** (41154) from 1:30 to 2:45

### Classroom:
- **Section 40** is in BBC 221
- **Section 50** is in SH 348

### GE/SJSU Studies Category:
- Written Communication A2

## Information available online
You are responsible for reading the following information is available online at [http://www.sjsu.edu/english/comp/policyforsyllabi.html](http://www.sjsu.edu/english/comp/policyforsyllabi.html)

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

## Required Texts/Readings
These are available online, and there are some at the Spartan and Roberts bookstores:

- **Textbook**: Hjortshoj, Keith *The Transition to College Writing*, 2nd Ed.
- **Csikszentmihalyi, Mihaly**, *Flow: The Psychology of Optimal Experience*

## Other Readings
Most other readings are in the Content area in Canvas and there will be handouts.

## Other equipment / material requirements
- **Journal**—the composition notebook style, for daily work and reading notes
- **Computer** with internet access (for using Canvas and other assignments)
- **Printer**—keep lots of ink!(printer problems not accepted)
- **Composition notebook and binder paper** for class work (you must keep your handouts, returned essays, and other coursework organized)
- **Flash drive** for work done in IS134 (computer room)
- **All essays must be turned in to Canvas in MS word.**

8/20/2013
Canvas
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our Canvas page. [http://www.sjsu.edu/at/ec/canvas/index.html](http://www.sjsu.edu/at/ec/canvas/index.html)

Course Description
English 1A is the first course in SJSU’s two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the “personal voice” and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

What is Different about this section of English 1A?
The book FLOW, and the quotes, videos, and audio sources used in this class are intended for adult audiences. The vocabulary will be both technical and academic. The topics will be multi-layered and include philosophical, scientific, and industry-related points of view.

This course, these two sections (40 and 50) will end in an annotated table of contents (TOC); and a reflection on your writing process and progress as a final exam. You will not take the final exam.

My goal for this class is that the work in this class encourages both self analysis and critical examination of issues—through:

- Writing essays and journaling in class,
- Revising essays while referring to markup notes
- Updating the matrix, tracking your own issues and strong points
- Group presentations on:
  1) Chapters in the required reading
  2) What you read in Flow
- The Annotated Table of Contents
- The final reflection Essay

Course Goals and Student Learning Objectives

Course Goals
By the end of this semester you shall demonstrate your writing competence in complete essays that reveal college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

NOTE: This is not to say that you arrived on campus without many of these competencies—this class may be an opportunity for you to further improve these objectives.

8/20/2013
Student Learning Objectives:
These 4 areas of writing expertise are what your essays will be evaluated on:
SLO 1: Students shall demonstrate the ability to read actively and rhetorically (for instance: knowing what strategy is used, what the purpose is and how the author achieves this, who the author is-level of expertise, and who the intended audience is)
SLO 2: 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 3: Students shall write complete essays that demonstrate the ability to express (explaining, analyzing, developing, and critiquing) ideas effectively.
SLO 4: 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 5: Students shall write complete essays that demonstrate the ability to write for different audiences.(your fellow students and the instructor)

Classroom Protocol
You will come to class on time--both awake and willing to engage. Respect yourself and your fellows by contributing in every way you can to your own education. Bring your books, the essays or presentations you are working on, and your binder with course handouts to every class! Electronics are allowed if not abused. No texting, or sleeping allowed ☹
Make doctors’ appointments for days you don’t have class!

Assignments and Grading Policy
Grading: A-F. This class must be passed with a C 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.

Grades will be assigned by percentage of all work required
A = 95- 100  A- = 89- 94
B+ = 86- 88    B = 82- 85  B- = 79- 81
C+ = 76- 78    C = 72- 75  C- = 69- 71

1A Final Assignment:
Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a process. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. You will review your returned essays and write a brief reflection for each one in an annotated TOC to be turned in at the end of the class. This assignment is your culminating experience. This course does not have a final exam.
Assignments, SLO’s, points

Essays and Revisions

<table>
<thead>
<tr>
<th>Essays</th>
<th>SLO</th>
<th>purpose</th>
<th>count</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>1-3</td>
<td>Exercise in paraphrase, summary and analysis to establish your starting point in the SLOs</td>
<td>500</td>
<td>12</td>
</tr>
<tr>
<td>Essay 2a</td>
<td>1-4</td>
<td>An essay explaining your chapter in Transitions to College writing.</td>
<td>1250</td>
<td>225</td>
</tr>
<tr>
<td>Essay 2b</td>
<td>2-5</td>
<td>A revision based on conference and peer reviews</td>
<td>1250</td>
<td>175</td>
</tr>
<tr>
<td>Essay 3a</td>
<td>1-5</td>
<td>summarize, explain, analyze introductory chapters of FLOW</td>
<td>1500</td>
<td>200</td>
</tr>
<tr>
<td>Essay 3b</td>
<td>2-5</td>
<td>Revised per suggestions, adding your chapter that you have reviewed and analyzed</td>
<td>1750</td>
<td>225</td>
</tr>
<tr>
<td>SLO 1</td>
<td>1-3</td>
<td>In class essay</td>
<td>250</td>
<td>25</td>
</tr>
<tr>
<td>Portfolio</td>
<td>2-4</td>
<td>Annotated table of contents</td>
<td>250</td>
<td>50</td>
</tr>
<tr>
<td>E4-Reflection</td>
<td>2-5</td>
<td>Reflection of writing process</td>
<td>1250</td>
<td>200</td>
</tr>
</tbody>
</table>

Presentations (SLO 3 and 5)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Evaluated for</th>
<th>Total time</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td>Effective teaching, and visuals, handout</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>Book Presentations</td>
<td>Teach your chapter in FLOW</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Journals (SLO 2-3)

<table>
<thead>
<tr>
<th>Journal</th>
<th>Evaluated for</th>
<th>with</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class notes, quizzes, pre-work</td>
<td>E1</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Class notes, quizzes, pre-work on E2</td>
<td>E2</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Class notes, quizzes, and E3 pre-work</td>
<td>E3</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Chapter questions answered in journals</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td></td>
<td>175</td>
</tr>
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All other course work

Class work (based on participation in group work, etc) ............................................ approx.150
TOTAL POINTS (approx) POSSIBLE .......................................................... 1400

Peer Connections

Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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. http://peerconnections.sjsu.edu/
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.

For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.
# Course Schedule—*May be revised as needed*

Some changes are usually necessary to adjust for the pace of the class—this is a best guess

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/</th>
<th>Activities, homework</th>
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</table>
| 1    | Thurs Aug 22 (1) | Intros, Course overview  
Meyers Briggs and contract  
**Homework:** Essay 1 Pre-work, read the prompt: outline key points |
|      | Tues Aug 27 (2)  | NOT in Classroom—*in IS 134*—  
Essay 1—from pre-work  
Submitting to Canvas  
**Homework:** Read Chapter 1 in Transitions  
and answer questions in your journal |
|      | Thurs Aug 29 (3) | Groups set up and Group contract designed  
Chapter 1 discussion—example of instruction  
Chapter for each group, with questions to answer and teach  
Explain Essay 2—teaching your chapter  
**Journals turned in (J1)**  
**Homework:** Read your chapter |
| 2    | Tues Sept 3 (4)  | **Journals Returned**  
Lecture: purpose of intro and thesis  
In class writing on E2: introduction and thesis  
Present contract for group with group picture  
IF time: Design presentation for chapter w group B  
**Homework:** Type your introduction-thesis; write the topic sentences for the body paragraphs. |
Summary and paraphrasing workshop  
Workshop—thesis to topic sentences in each paragraph  
Write topic sentences in journal for each paragraph/point  
**Homework:** Revise intro, write body paragraphs |
| 3    | Tues Sept 10 (6) | **Essay 1 Returned**  
Workshop—for TOC work  
Peer review all of E2, body paragraphs  
Workshop on conclusion as outcome—lessons learned  
**Homework:** go over TOC notes from E1 to correct all previous issues and note new ones from peer reviews, add conclusion |
| 4    | Thurs Sept 12 (7) | **E2 Due in Canvas by Friday Night, Journal turned in (J2)**  
Presentation workshop—preparation  
**Homework** Read FLOW—*CHAPTER 1* (highlight key points) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</table>
| Tues Sept 17 (8) | **Journals returned**  
E2 chapter Presentations (teaching the chapter)  
Flow, class discussion  
**Homework:** summarize Flow, Chapter 1 in journal |
| Thurs Sept 19 (9) | E2 chapter Presentations (teaching the chapter)  
Essay 3—prompt and discussion  
**Homework:** Read FLOW CHAPTER 2 (highlight key points, Outline in journal) |
| Tues Sept 24 (10) | E2 a returned—in individual conference, Room_____  
**Homework:** Revise E2 per conference notes—for peer review  
And Read FLOW, Chapter 3 (highlight key points, summarize in journal) |
| Weds Sept 25 | E2a Returned—in individual conference, Room_____  
**Homework:** Revise E2 per conference notes—for peer review  
And Read FLOW, Chapter 3 (highlight key points, summarize in journal) |
| Thurs Sept 26 (11) | E2a Returned—in individual conference, Room_____  
**Homework:** Revise E2 per conference notes—for peer review  
And Read FLOW, Chapter 3 (highlight key points, summarize in journal) |
| Tues Oct 1 (12) | **E2b Peer review and TOC work**  
Revision discussion.  
**Lecture:** FLOW chapters 1-3  
**Homework:** Revise E2 per peer notes and TOC work |
| Thurs Oct 3 (13) | **Midterm** on FLOW 1-3  
New Groups formed for E3, discussion of the book: FLOW  
Essay 3 FLOW—organization of ideas, component parts.  
**Homework:** E2b Revision Due Friday night  
Read FLOW, Chapter 4 (highlight key points, summarize in journal) |
| Tues Oct 8 (14) | In Class essay—summary of Flow chapters 1-4)  
**Homework:** Read your Chapter of FLOW highlight key points, summarize in journal)  
Hand out Essay 3 assignment sheet |
| Thurs Oct 10 (15) | Read over the assignment  
E3a Peer review—from in class essay work.  
Including experience—analysis of original concepts as applied to your life.  
**Homework:** Revise E3 per peer work; add specific chapter summary and body paragraphs. |
| Tues Oct 15 (16) | **E2b Revision Returned,** TOC work in class  
Review E3a—as it is so far.  
Conclusion—about the book.  
Citation—very quickly  
**Homework:** Revise and add conclusion |
| Thurs Oct 17 (17) | Presentation workshop on your chapter  
**Homework:** Finish your part of presentation—meet with group |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 22</td>
<td>Tues</td>
<td>E3 --FLOW Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework: <em>be sure all presentation notes are in your journal</em></td>
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<tr>
<td>Oct 24</td>
<td>Thurs</td>
<td>E3 FLOW Presentations</td>
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<tr>
<td></td>
<td></td>
<td>Homework: <em>be sure all presentation notes are in your journal</em></td>
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<tr>
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<td><strong>E3a due Friday night, and J3 due in next Tuesday</strong></td>
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<tr>
<td>Oct 29</td>
<td>Tues</td>
<td>Essay 4 discussion, explanations</td>
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<td>Homework: review notes on FLOW for Quiz</td>
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<td>Oct 31</td>
<td>Thurs</td>
<td>Quiz—FLOW (from your presentation notes)</td>
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<td>Essay 4 workshop</td>
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<td>Homework: <em>Choose points that you will cover for E4</em></td>
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<tr>
<td>Nov 5</td>
<td>Tues</td>
<td>E3a Returned—in individual conference, Room_____</td>
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<td>Homework: update TOC, revise per discussion, add your chapter</td>
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<tr>
<td></td>
<td></td>
<td>summary and analysis</td>
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<tr>
<td>Nov 6</td>
<td>Weds</td>
<td>E3a Returned—in individual conference, Room_____</td>
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<tr>
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<td></td>
<td>Homework: update TOC, revise per discussion, add your chapter</td>
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<tr>
<td></td>
<td></td>
<td>summary and analysis</td>
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<tr>
<td>Nov 7</td>
<td>Thurs</td>
<td>E3a Returned—in individual conference, Room_____</td>
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<tr>
<td></td>
<td></td>
<td>Homework: update TOC, revise per discussion, add your chapter</td>
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<tr>
<td></td>
<td></td>
<td>summary and analysis</td>
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<tr>
<td>Nov 12</td>
<td>Tues</td>
<td>Review of TOC so far</td>
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<td></td>
<td>Open discussion or peer review</td>
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<td>Homework: <em>Revise E3b per peer suggestions</em></td>
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<tr>
<td>Nov 14</td>
<td>Thurs</td>
<td>Peer review of revised E3(b)</td>
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<td>Discussion – issues with E3b.</td>
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<td>Homework: <em>Revise E3 grammar, vocabulary, etc</em></td>
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<tr>
<td>Nov 19</td>
<td>Tues</td>
<td>E3b review for grammar, editing.</td>
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<tr>
<td></td>
<td></td>
<td>Homework: <em>Revise E3 grammar, vocabulary, etc</em></td>
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<tr>
<td>Nov 21</td>
<td>Thurs</td>
<td>SLO 1 in class essay</td>
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<td></td>
<td>Course review, discussion</td>
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<tr>
<td>Nov 26</td>
<td>Tues</td>
<td>TOC work, <em>E3b revision returned</em></td>
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<tr>
<td></td>
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<td>preparation for E4</td>
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<tr>
<td></td>
<td>Thurs</td>
<td>Thanks Giving</td>
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<tr>
<td>Dec 3</td>
<td>Tues</td>
<td>TOC due</td>
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<td></td>
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<td>Course review, grade check (without E4, toc)</td>
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<tr>
<td></td>
<td></td>
<td>Homework: finish E4</td>
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<tr>
<td>Dec 5</td>
<td>Thurs</td>
<td>E4 Due in Canvas by Friday night</td>
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<tr>
<td></td>
<td></td>
<td>All makeup work (agreed upon in conferences) due</td>
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