San José State University  
Department of English and Comparative Literature  
English 1A, Composition 1 (GE A2), Section 73/24, Fall 2014

Instructor: Candice Wynne  
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Telephone: (408) 924-4505  
Email: candice.wynne@sjsu.edu  
Office Hours: Tues & Thurs 11:30 – 12:30pm  
Class Days/Time: 73 - TR 1:30 – 2:45pm 24 – TR 3:00 – 4:15pm  
Classroom: BBC122  
Prerequisites: EPT of 147 or higher, passage of LLD 1 or 2  
GE Category: Written Communication A2

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. Students will be introduced to citing sources.  

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

Course Goals and Student Learning Objectives

Course Goals and Student Learning Objectives

Students shall achieve the ability to write complete essays that demonstrate 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, including appropriate citation.
• Effective organization within the paragraph and the essay.
• Accuracy, variety, and clarity of sentences.
• Appropriate diction and tone.
• Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives for GE Area A2

Students shall

1. demonstrate the ability to read actively and rhetorically
2. 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
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

Information available online

You are responsible for reading the following information online at http://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

Required Texts/Materials

SJSU Campus Handbook: The Everyday Writer by Andrea Lunsford
Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin’s online (http://bscs.bedfordstmartins.com/everydaywriter5e/)

Online: http://www.macmillanhighered.com/techsupport

Patterns for College Writing 12th ed. by Kirszen and Mandell
ISBN: 9780312676841 Available at Spartan Bookstore
Other Readings and Materials
A good pocket dictionary: Webster’s or American Heritage
8.5 x 11 lined loose leaf paper, black or blue PENS

Library Liaison for English courses: Toby Matoush, MLK Library
Voice: 408-808-2096
Email: Toby.Matoush@sjsu.edu
Website: http://libguides.sjsu.edu/profile.php?uid=14949

Classroom Protocol

No Electronic Policy: Electronics are NOT permitted in class unless you are using an e-
version of the text or you have clearance from the Accessible Education Center.

Absolutely NO Texting

Make-up work following an absence: I do not accept late homework or give make-up
quizzes for any reason. You will only get credit for homework or quizzes on the day they are
assigned. Your participation grade depends on these short but important assignments.

All assignments done at home MUST be typed: handwritten papers will be returned
with no grade

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, students are expected to spend a
minimum of forty-five hours for each unit of credit (normally three hours per unit per week),
including preparing for class, participating in course activities, completing assignments, and so
on. More details about student workload can be found in C:\Users\Pat
Cunningham\AppData\Downloads\University Policy S12-3 at

University policy F69-24, “Students should attend all meetings of their classes, not only because
they are responsible for material discussed therein, but because active participation is frequently
essential to insure maximum benefit for all members of the class. Attendance per se shall not be
used as a criterion for grading.”

Assignments and Grading Policy
All 6 Essays must be handed in to pass this class.

IN CLASS ESSAYS: 300 pts
Expect to write 3 in-class essays, worth 100 Points each (ea. = 10% of final grade). The topic or
prompt for each of these will be given on the day of the essay. No written preparation is
necessary. Bring green exam booklet and paper dictionary: Black or Blue PENS

**WRITTEN PAPERS:**

There will be 3 written papers (rough and final drafts required)

Narrative/Descriptive: 100 pts

Cause and Effect: 100 pts

Research Essay: 200 pts

**Policy on Late Papers:** Above papers must be handed in during class on the day they are due. **For each class day your paper is late, you will be graded down 10 points.** No electronic submissions. The ONLY exception to the late policy is if you can verify your absence with written documentation (such as a doctor’s visit, funeral, court appearance, or required participation in team sports).

**CLASS PARTICIPATION:**

All grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work/reading done by the beginning of class and take part in class discussion.

**QUIZZES:**

Five to Eight quizzes will be given throughout the semester. I may or may not give advance notice of such quizzes; however, they will cover the reading assignment for the week. Therefore, it would serve you well to do the assigned reading in advance of the class and bring your text to class. Points will range from 5 to 20 pts each, depending on # of questions.

**PRESENTATIONS:**

To coincide with your research paper, you will give a short presentation (7.5 min) to the class about your findings. As a sign of respect and consideration for your classmates you are required to attend all three class sessions of the presentations to earn your grade.

**TOTAL POINTS POSSIBLE:**

<table>
<thead>
<tr>
<th>Individual Essays: Grades By The Number:</th>
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<tbody>
<tr>
<td>94-100 = A</td>
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<td>87-89 = B+</td>
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<td>77-79 = C+</td>
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<td>67-69 = D+</td>
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<tr>
<th>Total Points for Semester: Grades By The Number:</th>
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<tr>
<td>940-1000 = A</td>
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<tr>
<td>870-899 = B+</td>
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<tr>
<td>770-799 = C+</td>
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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.

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

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

The “A” essay 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 construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some describably slight weaknesses 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” essay will complete all tasks set by the assignment, but show weakness 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” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or 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 usage errors that render some sentences incomprehensible.

The “F” essay 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.

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.

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.

Writing Center website: http://www.sjsu.edu/writingcenter.
**English 1A, Fall 2014, Course Schedule**

**Note:** For reading assignments: Reading is due on date shown: Example: on Sep 4th you should come to class having already read Chapter 1 in P

Texts’ Key: P = Patterns for College Writing   L = Lunsford Handbook

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 26</td>
<td>Introduction: Syllabus, Active Reading</td>
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<td></td>
<td>Aug 28</td>
<td>In-Class Essay #1 + Syllabus Quiz</td>
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<td>SLO 1-5</td>
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<td>2</td>
<td>Sep 2</td>
<td>Grammar: Bring Lunsford Handbook</td>
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<td>Sep 4</td>
<td>P Chap 1 Critical Reading, Annotating</td>
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<td>SLO 1</td>
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<td>3</td>
<td>Sep 9</td>
<td>P Chap 2 Invention/Prewriting—Email HW due</td>
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<td>Sep 11</td>
<td>P Chap 3 Arrangement</td>
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<td>SLO 1-3</td>
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<td>4</td>
<td>Sep 16</td>
<td>P Chap 4 Drafting and Revising</td>
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<td></td>
<td>Sep 18</td>
<td>In Class Essay #2: green examination booklet</td>
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<td>SLO 1-3</td>
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<td>5</td>
<td>Sep 23</td>
<td>P Chap 6 Narration</td>
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<td></td>
<td>Sep 25</td>
<td>Rough Draft: Descriptive Narrative: Peer Review 1200 word</td>
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<td>SLO 1-4</td>
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<td>6</td>
<td>Sep 30</td>
<td>2\textsuperscript{nd} Draft: Descriptive Narrative 1200 word min.</td>
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<td>Oct 2</td>
<td>L Chap 10 &amp; 11 p.106-120 AND P Chap 5 (Quiz)</td>
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<td>SLO 1-4</td>
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<td>7</td>
<td>Oct 7</td>
<td>DUE: Descriptive Narrative (rough, 2\textsuperscript{nd}, final drafts)</td>
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<td>Oct 9</td>
<td>P Chap 10 Cause &amp; Effect (Quiz)</td>
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<td>SLO 1-3</td>
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<td>8</td>
<td>Oct 14</td>
<td>P Chap 17 Integrating Sources/Avoiding Plagiarism (Quiz)</td>
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<td>Oct 16</td>
<td>Film and class discussion about Cause &amp; Effect</td>
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<td>SLO 1,4</td>
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<td>9</td>
<td>Oct 21</td>
<td>In-Class Essay #3 + Thesis for C &amp; E</td>
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<td>Oct 23</td>
<td>Rough Draft: Cause &amp; Effect: Peer Review 1400 words</td>
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<td>SLO 1-5</td>
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<td>10</td>
<td>Oct 28</td>
<td>2\textsuperscript{nd} Draft: Cause &amp; Effect 1400 word min</td>
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<td>Oct 30</td>
<td>DUE: Cause &amp; Effect (rough, 2\textsuperscript{nd}, final drafts)</td>
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<td>SLO 1-5</td>
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<td>11</td>
<td>Nov 4</td>
<td>L Chap 15-16 Preparing for Research Project (Quiz)</td>
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<td>Nov 6</td>
<td>L Chap 17-18 Evaluation Sources/Avoiding Plagiarism</td>
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<td>SLO 3,4</td>
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<td>12</td>
<td>Nov 11</td>
<td>No School: Veterans Day</td>
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<td>Nov 13</td>
<td>L Chap 19 Writing Research Projects + Thesis for R.P.</td>
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<td>SLO 1,4</td>
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<td>13</td>
<td>Nov 18</td>
<td>Outline for R.P.: Intro/Body Paragraphs/Conclusion</td>
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<td>Nov 20</td>
<td>COMPLETE Rough Draft: Research Project 1400 words</td>
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<td>SLO 1-5</td>
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<td>Week</td>
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<td>14</td>
<td>Nov 25</td>
<td>2nd Draft: Research Essay: <em>One-on-One Conference</em> FOB 221  SLO 1-5</td>
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<td></td>
<td>Nov 27</td>
<td><strong>No School:</strong> Thanksgiving Break</td>
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<td>15</td>
<td>Dec 2</td>
<td><strong>Class Presentations on Research</strong> AM:One-on-One Conf  SLO 1-4</td>
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<td>Dec 4</td>
<td><strong>Class Presentations on Research</strong></td>
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<tr>
<td>16</td>
<td>Dec 9</td>
<td><strong>Class Presentations on Research</strong> AM:One-on-One Conf  SLO 1-4</td>
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<tr>
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<td>Dec 10</td>
<td><strong>DUE: Research Project</strong> Finish Presentations  SLO 1-4</td>
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**Paper Format:** ALL PAPERS handed in (done at home/dorm) must be typed and follow these guidelines. We will use **MLA format**

- Typewritten, double spaced, black ink
- One inch margins on all sides
- 12 point font, Times New Roman
- Number your pages
- Print *word count* at bottom of last page
- **Heading:** Name, Date, *English 1A-(section #)* and Assignment Title ...Descriptive Narrative, Cause & Effect, etc

**NOTE** In order to check for originality (no plagiarism), all three major essays must be submitted to turnitin.com through Canvas

**Important SJSU dates Spring 2014**

- **Wednesday January 22**  Spring Semester Begins
- **Wednesday January 22**  Orientation, Advisement, Faculty Meetings
- **Thursday January 23**  First Day of Instruction – Classes Begin
- **Tuesday February 4**  Last Day to Drop Without Entry on Permanent Record
- **Tuesday February 11**  Last Day to Add Courses & Register Late
- **Wednesday February 19**  Enrollment Census Date
- **Monday-Friday March 24-28**  Spring Recess
- **Monday March 31**  Cesar Chavez Day Campus Closed
- **Tuesday May 13**  Last Day of Instruction – Last Day of Classes