San José State University  
Department of English and Comparative Literature  
English 1A, Composition 1 (GE A2), Section 8, Spring 2014

Instructor: Candice Wynne  
Office Location: FOB 221  
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Email: candice.wynne@sjsu.edu  
Office Hours: Mon & Wed 3-4pm  
Class Days/Time: Mon/Wed 9am – 10:15am  
Classroom: Hugh Gillis Hall 120  
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.

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

GE Learning Outcomes:

Upon successful completion of this course, students will be able to do the following:

LO 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).

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

LO 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.

LO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.
Additionally, students will 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.
- 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).

**Information available online**

You are responsible for reading the following information online at [http://www.sjsu.edu/english/comp/policy/index.html](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: 97814576667121 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/ic)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin’s Technical Support:
Patterns for College Writing 12th ed. by Kirszner and Mandell
ISBN: 9780312676841  Available at Spartan Bookstore

Other Readings
A good pocket dictionary: Webster’s or American Heritage

Other equipment / material requirements (optional)
3 examination booklets for in-class essays, black or blue pens

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

Classroom Protocol
No Electronic Policy: The use of electronic devices of any sort is NOT permitted in class unless you have clearance from the Disability Resource Center. NO NO 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.

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 University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf.
Assignments and Grading Policy

→ All 6 papers are required in order to pass this course

**IN CLASS ESSAYS:**

300 pts  
30%

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:**

400 pts  
40%

There will be 3 written papers

Narrative/Descriptive: 100 pts (10%)

Process Essay: 100 pts (10%)

Cause & Effect OR Compare & Contrast Essay: 200 pts (20%)

**Late Papers:** All 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:**

100 pts  
10%

All quizzes, 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.

**THE UNIVERSITY ESSAY FINAL EXAM:**

200 pts  
20%

A common essay final shall count 20% toward the course grade. A single university-wide final will be developed around a college-level reading passage 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.

**EXTRA CREDIT:** There is no extra credit in my class. Please, do not ask.

*Maximum points for all assignments, exams, and participation 1000 pts
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.”

**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.**
Grades By The Number:

94-100 = A
90-93= A-
87-89= B+
84-86= B
80-83= B-
77-79= C+
73-76= C
70-72= C-
67-69= D+
65-66= D
64< = F

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.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

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

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
**English 1A, Spring 2014, Course Schedule**

**Note:** For reading assignments: Reading is due on date shown: Example: on Feb.5th 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>2</td>
<td>Jan 27</td>
<td>Introduction: Syllabus, Active Reading</td>
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<td></td>
<td>Jan 29</td>
<td>Diagnostic: bring large green exam booklet</td>
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<td>SLO 1-3</td>
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<td>3</td>
<td>Feb 3</td>
<td>Top 20 in <strong>L</strong> + Handbook Use, Grammar Quiz</td>
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<td></td>
<td>Feb 5</td>
<td><strong>P</strong> Chap 1 Critical Reading, Annotating</td>
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<td></td>
<td></td>
<td>SLO 1-3</td>
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<tr>
<td>4</td>
<td>Feb 10</td>
<td><strong>P</strong> Chap 2 Invention/Prewriting</td>
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<td></td>
<td>Feb 12</td>
<td><strong>P</strong> Chap 3 AND Chap 4 Arrangement, Drafting, Revising</td>
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<td></td>
<td></td>
<td>SLO 1-4</td>
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<tr>
<td>5</td>
<td>Feb 17</td>
<td><strong>P</strong> Chap 5 Editing &amp; Proofreading</td>
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<td></td>
<td>Feb 19</td>
<td><strong>In-Class Essay #1</strong> Bring large green booklet, dictionary</td>
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<td></td>
<td>SLO 1-3</td>
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<tr>
<td>6</td>
<td>Feb 24</td>
<td><strong>P</strong> Chap 6 Narration</td>
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<td>Feb 25 NS</td>
<td><strong>P</strong> Chap 7 Description exercises due:</td>
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<td>SLO 1-4</td>
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<td>7</td>
<td>Mar 3</td>
<td>Rough Draft: Descriptive Narrative: Peer Review 1200 word</td>
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<td></td>
<td>Mar 5</td>
<td><strong>L</strong> Chap 10 &amp; 11 Revising &amp; Editing</td>
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<td></td>
<td>SLO 1-4</td>
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<td>8</td>
<td>Mar 10</td>
<td>2\textsuperscript{nd} Draft: Descriptive Narrative 1200 word min.</td>
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<td>Mar 12</td>
<td>DUE: Descriptive Narrative + Bring <strong>P</strong></td>
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<td>SLO 1-3</td>
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<td>9</td>
<td>Mar 17</td>
<td>In-Class Essay #2 Bring large green booklet, dictionary</td>
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<td></td>
<td>Mar 19</td>
<td>Feedback on Narrative, + <strong>L</strong> Grammar</td>
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<td>SLO 1-3</td>
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<tr>
<td>10</td>
<td>Mar 24 NS</td>
<td>No Classes - SPRING BREAK</td>
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<td></td>
<td>Mar 26 NS</td>
<td></td>
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<tr>
<td>11</td>
<td>Mar 31 NS</td>
<td>No Class – Cesar Chavez Day</td>
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<td></td>
<td>Apr 2</td>
<td><strong>P</strong> Chap 17 Avoiding Plagiarism</td>
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<td>SLO 3</td>
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<td>12</td>
<td>Apr 7</td>
<td><strong>P</strong> Chap 9 Process</td>
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<td>Apr 9</td>
<td><strong>P</strong> Chap 9 Process exercises due:</td>
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<td>SLO 1-4</td>
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<tr>
<td>13</td>
<td>Apr 14</td>
<td>Rough Draft: Process Essay: Peer Review 1400 word min</td>
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<tr>
<td></td>
<td>Apr 16</td>
<td>DUE: Process Essay</td>
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<td>SLO 1-4</td>
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<tr>
<td>14</td>
<td>Apr 21</td>
<td>In-Class #3 Bring large green booklet, dictionary</td>
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<td></td>
<td>Apr 23</td>
<td><strong>P</strong> Chap 10 Cause &amp; Effect</td>
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<td></td>
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<td>SLO 2</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>15</td>
<td>Apr 28</td>
<td>P Chap 11 Compare &amp; Contrast exercises due:</td>
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<td>Apr 30</td>
<td>Rough Draft: Cause &amp; Effect OR Compare &amp; Contrast 1500 words SLO 1-4</td>
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<tr>
<td>16</td>
<td>May 5</td>
<td>NO Regular Class ** One-on-One Conference: Time _______</td>
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<td>May 7</td>
<td>Prepare for Final Exam on Saturday, May 10</td>
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<tr>
<td>17</td>
<td>May 12</td>
<td>DUE: Cause &amp; Effect OR Compare &amp; Contrast 1500 words SLO 1-4</td>
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<tr>
<td>Final Exam</td>
<td>Saturday, May 10</td>
<td>8:00am – 10:00am location TBD_________________________</td>
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**Important SJSU dates Spring 2014**

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>January 22</td>
<td>Spring Semester Begins</td>
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<tr>
<td>Wednesday</td>
<td>January 22</td>
<td>Orientation, Advisement, Faculty Meetings</td>
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<tr>
<td>Thursday</td>
<td>January 23</td>
<td>First Day of Instruction – Classes Begin</td>
</tr>
<tr>
<td>Tuesday</td>
<td>February 4</td>
<td>Last Day to Drop Without Entry on Permanent Record</td>
</tr>
<tr>
<td>Tuesday</td>
<td>February 11</td>
<td>Last Day to Add Courses &amp; Register Late</td>
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<tr>
<td>Wednesday</td>
<td>February 19</td>
<td>Enrollment Census Date</td>
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<tr>
<td>Monday-Friday</td>
<td>March 24-28</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>Monday</td>
<td>March 31</td>
<td>Cesar Chavez Day Campus Closed</td>
</tr>
<tr>
<td>Tuesday</td>
<td>May 13</td>
<td>Last Day of Instruction – Last Day of Classes</td>
</tr>
<tr>
<td>Wednesday</td>
<td>May 14</td>
<td>Study/Conference Day (no classes or exams) (SC)</td>
</tr>
</tbody>
</table>

**Paper Format:** ALL PAPERS handed in must be typed and follow these guidelines. We will use MLA format (see Lunsford Handbook)

- Typewritten, double spaced, black ink
- One inch margins on all sides *Text on front side of paper only*
- 12 point font, Times New Roman
- Number your pages
- Print word count at bottom of last page
- **Heading:** Name, English 1A-8
- **Assignment Title** (Descriptive Narrative, Process, etc)
- **Date** in the **upper left hand corner**

HANDWRITTEN PAPERS (OTHER THAN IN-CLASS WORK) WILL BE HANDED BACK WITH NO GRADE
**Contact Information**: Trade contact numbers and email addresses with at least two students. It will be your responsibility to contact one of these students when you must miss a class.

Classmate # 1: ___________________________________________________________
Classmate # 2: ___________________________________________________________

**Turnitin.com**: Class ID_____________                Password: sailboat

**Final Drafts** of your Claim & Support Essays must be submitted to Turnitin.com before I will grade them.

**Keep track of your grades**: to calculate your approximate grade at any time just calculate the average of your graded essays (and estimate your participation grade by the points earned from quizzes, homework, short in-class writings).

Narrative/Descriptive________ /100
Summary & Analysis _________ /100
Cause & Effect ____________ /100
Major Revision _____________ /100
In-Class 1 _________/100   In-Class 2 _______/100   In-Class 3 _______/100

Homework, Quizzes, Short In-class writing, miscellaneous points:
________________________________________________________________________
________________________________________________________________________