Instructor: E. D. Schragg  
Office Location: FO 111  
Telephone: (408) 924-4069  
Email: sweeney.schragg@sjsu.edu  
Office Hours: MW 14:45-15:45, and by appointment  
Class Days/Time:  
<table>
<thead>
<tr>
<th>Class Days/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 MW 12:00</td>
</tr>
<tr>
<td>17 MW 13:30</td>
</tr>
</tbody>
</table>
Classroom: BBC 122  
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  
GE Learning Outcomes:  
Students shall  
LO 1: demonstrate the ability to read actively and rhetorically;  
LO 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;  
LO 3: articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;  
LO 4: demonstrate the ability to integrate their ideas and those of others by explaining,
analyzing, developing, and criticizing ideas effectively in several genres;
LO 5: demonstrate college-level language use, clarity, and grammatical proficiency in writing.

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

Course guidelines
Academic policies (academic integrity, plagiarism, ADA and AEC policies)
Estimation of Per-Unit Student Workload
Recording policies
Adding and dropping classes
Student learning resources

**Required Texts/Materials**
*SJSU Campus Handbook: The Everyday Writer by Andrea Lunsford*
Classroom Protocol
Unless you make arrangements prior to the class meetings in which they are due and cite compelling reasons, all out-of-class assignments must be turned in when indicated on the schedule, and you will be penalized one-third of a letter grade for each day they are late. I do not accept email submissions. No regular in-class work may be made up, including that missed because you were tardy. In-class essays may be made up only at my discretion.

Assignments and Grading Policy

Course Assignments and Grading Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Total</th>
<th>Minimum Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement Analysis</td>
<td>10%</td>
<td>1,000</td>
</tr>
<tr>
<td>Essay Analysis</td>
<td>10%</td>
<td>1,000</td>
</tr>
<tr>
<td>Exploration Workshop Draft</td>
<td>n/a</td>
<td>1,000</td>
</tr>
<tr>
<td>Exploration Revision</td>
<td>20%</td>
<td>2,000</td>
</tr>
<tr>
<td>In-class essays</td>
<td>20% (5% for each)</td>
<td>2,000 (500 each)</td>
</tr>
<tr>
<td>Workshop Responses</td>
<td>10%</td>
<td>1,200 (50 each)</td>
</tr>
<tr>
<td>Grammar</td>
<td>10%</td>
<td>n/a</td>
</tr>
<tr>
<td>In-class and home work</td>
<td>10%</td>
<td>n/a</td>
</tr>
<tr>
<td>Final</td>
<td>10%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

You must complete all essays and the final assignment in order to pass English 1A. The
specifics of the essay assignments will be covered on the assignment sheets.

**Grading**
A-F, in which A ≥ 93%, A- ≥ 90%, B+ ≥ 87%, B ≥ 83%, B- ≥ 80%, C+ ≥ 77%, C ≥ 73%, C- ≥ 70%, D+ ≥ 67%, D ≥ 63%, D- ≥ 60%, and F < 60%. This class must be passed with a C or better to satisfy the prerequisite for English 1B and move on to CORE GE Area C3. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

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**English 1A, Spring 2014, Course Schedule**

This schedule is a plan. As Robert Burns put it, "the best laid schemes o' mice an' men [and presumably women] gang aft a-gley," so be prepared for changes. You are responsible for all material covered and assigned in class, whether it appears on the schedule or not, so keep in touch. Complete reading assignments for the class date on which they appear. Print out the reading assignments on CANVAS, read them, and bring them to class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 26, 28</td>
<td>Instructor's expectations and assumptions made plain; Reading: &quot;Critical Reading&quot; (Lunsford 129–143) (PLO 1,3); DIAGNOSTIC IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5).</td>
</tr>
</tbody>
</table>
| 2 | Feb 2, 4 | **Reading:** Aristotle *(CANVAS) (PLO 1,3);*
|    |          | "Analyzing Arguments" *(Lunsford 143–161) (PLO 1,3);*
|    |          | **ADVERTISEMENT ANALYSIS ASSIGNED (PLO 1,2,3,4,5);**
|    |          | Grammar in *Lunsford:* 32 Verbs, 33 Subject-Verb Agreement *(PLO 5).*
|    |          | **Reading:** Daniel McKenzie *(CANVAS) (PLO 1,3);*
|    |          | Bring magazine ads to class;
|    |          | Grammar in *Lunsford:* 34 Pronouns *(PLO 5).*
| 3 | Feb 9, 11 | **Reading:** Albert Lee *(CANVAS) (PLO 1,3);*
|    |          | Bring magazine ads to class;
|    |          | Grammar in *Lunsford:* 35 Adjectives and Adverbs *(PLO 5).*
|    |          | **Reading:** Lisa Ou *(CANVAS) (PLO 1,3);*
|    |          | Bring magazine ads to class;
|    |          | Grammar in *Lunsford:* 36 Modifier Placement *(PLO 5).*
| 4 | Feb 16, 18 | **IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5).**
|    |          | **ADVERTISEMENT ANALYSIS PEER-REVIEW WORKSHOP (PLO 1);**
|    |          | Grammar Quiz—Parts of Speech *(PLO 5).*
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 5    | Feb 23-25 | Reading: James Libby (CANVAS) (PLO 1,3); ADVERTISEMENT ANALYSIS DUE (PLO 1,2,3,4,5); ESSAY ANALYSIS ASSIGNED (PLO 1,2,3,4,5)  
Reading: Clergymen's Letter (CANVAS) (PLO 1,3); Martin Luther King, Jr. (50 Essays 203–220) (PLO 1,3). |
| 6    | Mar 2-4 | Reading: Jonathan Swift (50 Essays 387-395) (PLO 1,3); Grammar in Lunsford: 37 Comma Splices and Fused Sentences (PLO 5).  
Reading: Virginia Woolf (50 Essays 466–476) (PLO 1,3); Grammar in Lunsford: 38 Sentence Fragments (PLO 5). |
<p>| 7    | Mar 9-11 | IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5). ESSAY ANALYSIS PEER-REVIEW WORKSHOP (PLO 1); Grammar Quiz—Sentence Boundaries (PLO 5). |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Assignments</th>
</tr>
</thead>
</table>
| 8 Mar 16, 18 | Reading: Sarah Vowell (CANVAS: we will read in class) (*PLO 1,3*);  
            | ESSAY ANALYSIS DUE (*PLO 1,2,3,4,5*);  
            | EXPLORATION ASSIGNED (*PLO 1,2,3,4,5*).  
            | Grammar Quiz—Chapters 32-38 (*PLO 5*).                                       |
| 9 Mar 30, Apr 1 | Reading: James Baldwin (50 Essays 50-71) (*PLO 1,3*).  
            | Reading: E. B. White (50 Essays 458-464) (*PLO 1,3*);  
            | Langston Hughes (50 Essays 182-184) (*PLO 1,3*);  
            | Audra Lorde (50 Essays 254-258) (*PLO 1,3*);  
            | Grammar in *Lunsford*: 26 Consistency and Completeness (*PLO 5*). |
| 10 Apr 6, 8 | Reading: George Orwell (50 Essays 295-302) (*PLO 1,3*);  
            | Sherman Alexie (50 Essays 15-19) (*PLO 1,3*);  
            | Brent Staples (50 Essays 394-397) (*PLO 1,3*);  
            | Grammar in *Lunsford*: 27 Parallelism (*PLO 5*).  
            | IN-CLASS ESSAY—bring green book (*PLO 1,2,3,4,5*);  
<pre><code>        | Grammar in *Lunsford*: 28 Shifts (*PLO 5*). |
</code></pre>
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 13, 15</td>
<td>11</td>
<td>EXPLORATION WORKSHOP DRAFT DUE; Grammar Quiz—Syntax (PLO 5). Reading: &quot;Workshop Etiquette&quot; and &quot;Workshop Logistics&quot; (CANVAS); &quot;Revise&quot; (Lunsford 113-116) (PLO 1,2); &quot;Edit&quot; (Lunsford 117-120) (PLO 1,2).</td>
</tr>
<tr>
<td>Apr 20, 22</td>
<td>12</td>
<td>EXPLORATION WORKSHOP #1 (PLO 1,3).</td>
</tr>
<tr>
<td>Apr 27, 29</td>
<td>13</td>
<td>EXPLORATION WORKSHOP #1 (PLO 1,3).</td>
</tr>
<tr>
<td>May 4, 6</td>
<td>14</td>
<td>EXPLORATION WORKSHOP #1 (PLO 1,3).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5).</td>
</tr>
<tr>
<td>May 11, 13</td>
<td>15</td>
<td>Grammar Test (PLO 5); EXPLORATION REVISION DUE (PLO 1,2,3,4,5). All graded work returned; post mortem on the semester.</td>
</tr>
<tr>
<td>May 20, 12:15-2:30</td>
<td></td>
<td>Final Section 17</td>
</tr>
<tr>
<td>May 21, 9:45-12:00</td>
<td></td>
<td>Final Section 14</td>
</tr>
</tbody>
</table>

**Important SJSU dates Spring 2015**

There are none.