

**San José State University**  
**Linguistics & Language Development**  
**LLD 100A, Writing Competency through Genres, Section 2, Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Dennis Moradkhan
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<b>Office Hours:</b>	MW 10:30 AM – 11:30 AM or by appointment
<b>Class Days/Time:</b>	MW 9:00 AM – 10:15 AM
<b>Classroom:</b>	Clark Hall 205
<b>Prerequisites:</b>	Passed ENGL 1B or equivalent; taken WST at least once.

**Course Description**

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

**Course Goals**

LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or non-fiction or instructor-selected readings.

**Course Learning Outcomes (CLO)**

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

- a. Use correct and situationally appropriate sentence structure and grammar;*
- b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;*
- c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;*
- d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;*
- e. Critically read, interpret, and synthesize multiple texts;*
- f. Write well organized, well developed essays with a clear thesis;*
- g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;*
- h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.*

## Required Texts/Readings

### Textbook

- There are no textbooks for the course. All the materials will be posted in Canvas.

### Other technology requirements / equipment / material

- Canvas: We will be using Canvas throughout the course. Login URL: <http://sjsu.instructure.com>

Please note that it should NOT have the “www” at the start of the URL like many other websites. It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

Username: your SJSU 9-digit ID number.

Password: Self-generated password for your SJSUOne account

- Turnitin.com: We will be using Turnitin.com for the main writing assignments. The turnitin software is already embedded within Canvas, so you do not need an additional password to access turnitin.com.

### Library Liaison

*Matoush, Toby*      *Phone: (408) 808-2096*      *Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)*

## Course Requirements and Assignments

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

Eligibility points: During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14<sup>th</sup> week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will **not** be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

Final grade: In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade (see grading rubric and grading scale included in this greensheet). To receive a C or higher for this course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor may choose to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good

standing in the course and have excellent, consistent participation in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

## University's Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination or Evaluation

### Grading Information

#### Description of Assignments

Assignment	Description	Word count	Assessment
<b>Rhetorical Analysis</b>	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.	1500	Maximum 25 eligibility points
<b>Discipline Investigation</b>	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).	1500	Maximum 25 eligibility points
<b>Five Critical Reading Reflection Journals</b>	During the semester, you will read sections of a full length work of fiction or non-fiction or other readings selected by your instructor and respond to what you read in a series of reflective journals. Two of them will be timed essays written in class. At the end of the semester, place these journals in your portfolio.	2000	Maximum 25 eligibility points
<b>Cover Letter</b>	This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments (RA or DI) is your best work and why.	200-300	Maximum 5 eligibility points
<b>Homework, quizzes, &amp; participation</b>	Your instructor will decide how to assign these points to your class work and participation.		Maximum 20 eligibility points
	<b>By the end of the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.</b>		<b>Maximum 100 points; minimum 70 points</b>
<b>Final Portfolio</b>	The portfolio must include the following:	3200	Scored

Assignment	Description	Word count	Assessment
	<ul style="list-style-type: none"> <li>• The Portfolio Checklist initialed and signed by both student and instructor;</li> <li>• A clean, final draft of the cover letter – 200-300 words</li> <li>• A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above);</li> <li>• First and intermediate draft of each of the two main writing assignments which show instructor’s comments and a rubric marked by the instructor;</li> <li>• Five CRR journals, including at least two in-class, handwritten journals;</li> </ul>	words of final, polished writing	according to the scoring rubric by two readers. Worth 70% of your grade.
<b>Final Exam</b>	An in-class, timed essay, common across all sections of 100A.	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

**GRADING:** 100A is graded A-F. CR/NCR is not an option in this course because a “credit” in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

**Incompletes:** No incompletes will be given for 100A.

## Determination of Grades

*Grading Rubric to be used in evaluating both the portfolio assignments and the final exam.*



### THE WRITING:

4	<ul style="list-style-type: none"> <li>• meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions.</li> <li>• is well-organized and thoroughly developed.</li> <li>• shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc.</li> <li>• intelligently addresses the assignment.</li> </ul>
3	<ul style="list-style-type: none"> <li>• meets most of the rhetorical expectations of the assignment, including purpose, format, etc.</li> <li>• is somewhat organized but may require more development.</li> <li>• contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader's understanding.</li> <li>• may address some parts of the assignment better than others.</li> </ul>
2	<ul style="list-style-type: none"> <li>• meets few rhetorical expectations of the assignment.</li> <li>• shows weak development and cohesion and/or inappropriate rhetorical choices.</li> <li>• shows an accumulation of grammar and syntactical errors that interfere with readers' understanding.</li> <li>• omits or misunderstands major parts of the assignment.</li> </ul>
1	<ul style="list-style-type: none"> <li>• fails to meet the rhetorical expectations of assignment.</li> <li>• fails to organize and develop ideas.</li> <li>• contains grammar and syntactical errors that seriously interfere with readers' understanding.</li> <li>• fails to address the assignment.</li> </ul>

#### Guide to the four categories

- Rhetorical expectations, including purpose, format, tone, etc.
- Development and organization
- Grammar and syntax
- Addressing the assignment or topic

#### Letter grade to percentage scale

A+	98-100	<div style="text-align: center;">  </div> <p style="margin: 0;"><u>Serves as alternative satisfaction of the WST</u></p> <p style="margin: 0;">Does not serve as alternative satisfaction of the WST</p> <div style="text-align: center;">  </div>
A	94-97	
A-	90-93	
B+	86-89	
B	82-85	
B-	78-81	
C+	73-77	
C	70-73	
C-	66-69	
D+	62-65	
D	58-61	
D-	54 or lower	
F	Not eligible for portfolio and final exam	

## **Classroom Protocol**

Please arrive to class on time. It distracts the instructor and other students when you arrive late. If you must arrive late, please enter the classroom quietly and with respect for your classmates and your instructor.

Cell-phone use in class is not allowed. Please turn off your phone when you arrive to class and store your phone away.

This is a workshop-style course. This means that participation in all class activities is mandatory.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

## **IMPORTANT COURSE POLICIES**

1. Statement of Plagiarism: The LLD and English Departments would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:
  - 1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:
  - 1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
  - 1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own.(available at <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL or LLD 100A course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies. <https://libguides.sjsu.edu/plagiarism/how-to-avoid-plagiarism>

## Student Resources

### 1. 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 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### 2. SJSU Writing Center

The SJSU Writing Center now has two locations: They conduct drop-in tutoring sessions in **Clark Hall, Suite 126**. They conduct regularly scheduled tutoring sessions on the **second floor in the MLK Library**. 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) at <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. (Note: You need to have a QR Reader to



scan this code.)

### 3. SJSU Counseling Services

The SJSU Counseling Services is located in the Student Wellness Center, 3rd Floor, Room 300B (corner of 7th and San Carlos St., across from the Event Center). Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## LLD 100A Fall 2018 Course Schedule

*Subject to change with fair notice made available via in-class or Canvas announcement.*

<b>Week, Date</b>	<b>Monday</b>	<b>Wednesday</b>
Week 1 8/22		<ul style="list-style-type: none"> <li>• Course introduction</li> </ul>
Week 2 8/27-29	<b>Diagnostic In-Class Journal #1</b>	<ul style="list-style-type: none"> <li>• Introduction to key concepts: discourse communities, genres, and rhetorical analysis</li> </ul>
Week 3 9/3-5	<i>Labor Day – no classes</i>	Introduce Rhetorical Analysis assignment (RA) <ul style="list-style-type: none"> <li>• HW for next class – bring possible documents for analysis for the RA</li> </ul>
Week 4 9/10-12	readings TBA HW: begin looking for a person to interview for the Discipline Investigation assignment	<b>Journal 2</b>
Week 5 9/17-19	readings TBA	<b>DUE date: First draft of Rhetorical Analysis Peer Review</b>
Week 6 9/24-26	<b>DUE date: Second Draft of RA Conferences</b>	<b>DUE date: Second Draft of RA Conferences</b>
Week 7 10/1-3	Introduction to Discipline Investigation (DI)	<b>Journal 3</b> <b>DUE date: Semi-Final draft of RA</b>
Week 8 10/8-10	readings TBA	readings TBA
Week 9 10/15-17	<b>Journal 4</b>	readings TBA
Week 10 10/22-24	<b>DUE date: First draft of Discipline Investigation Peer Review</b>	readings TBA
Week 11 10/29-31	<b>DUE date: Second draft of DI Conferences</b>	<b>DUE date: Second draft of DI Conferences</b>
Week 12 11/5-7	readings TBA	<b>DUE date: Semi-Final draft of DI</b> Begin cover letter
Week 13 11/12-14	<i>Veteran's Day – no classes</i>	<b>Journal 5</b>
Week 14 11/19-21	Review Cover Letter / Final Exam Prep <b>Students notified if they are not eligible for the portfolio and final exam.</b> <ul style="list-style-type: none"> <li>• Portfolio preparation workshop for eligible students</li> </ul>	<i>Thanksgiving Break – no classes</i>
Week 15 11/26-28	<b>Portfolio Submission Deadline</b>	<b>Final Exam DONE In Class</b>
Week 16 12/3-5	<b>No more 100A (whole) class meetings after 5/4!</b>	
Week 17 12/10-12	<b>RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS</b>	