

San José State University
LLD 100A – Writing Competency Through Genres
Greensheet – Fall 2018¹

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Office Hours: T/R 10:30 – 11:30 a.m. Please make an appointment if possible.
Course Day/Time: T/R 7:30 – 8:45 p.m. (43461, section 5), **Clark Hall 205**

Prerequisites: Passed ENGL 1B or equivalent; taken WST at least once without passing.

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

ENGL/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 a five critical reflective journals on a book-length work.

LATE WORK/MAKEUPS

No late work or makeups will be accepted. If you have issues attending class, see me.

ATTENDANCE

Students are expected to attend all class sessions.

If you miss a class, contact a classmate — not the instructor — to learn what you missed. You must be prepared for the next class. Write three classmate contacts below:

Name	Phone
_____	_____
_____	_____
_____	_____

STUDENT LEARNING OBJECTIVES (SLOs)

By the end of the course, students will be able to:

- a. Use correct and situationally appropriate sentence structure and grammar;

¹ This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

- 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 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 TEXTBOOKS AND MATERIALS

- *Alkire's LLD 100A Course Reader*, available at Maple Press, 330 S. 10th St., SJ, 408-297-1001. CASH ONLY
- *How to Win Friends and Influence People* by Dale Carnegie (ISBN 978-0-671-02703-2)

TUTORING AND OTHER RESOURCES

- Writing Center: 1st floor, Clark Hall, http://www.sjsu.edu/writing_center
- San Jose Public Library online tutoring: <https://www.sjpl.org/tutor>
- Peer Connections locations: <http://peerconnections.sjsu.edu/>
 - 1st floor, Clark Hall
 - Student Services Center 600
 - Living Learning Center, Campus B village, 1st Floor
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

Online Resources

- **Turnitin.com:** We will be using Turnitin.com for the main writing assignments. To access this site, go to www.turnitin.com. If you have not used the program before, click “New Users” in the top right corner. Follow the instructions for setting up an account.

Class ID: **18612497**

Password: **Fall2018**

CLASS RULES AND PARTICIPATION

Attendance and participation are important and expected behaviors in this course. The use of electronic devices is not allowed except for class purposes (by permission) and in the front row of the room.

GRADING POLICY 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 14th 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.

DESCRIPTION OF ASSIGNMENTS

Assignment	Description	Word count	Assessment
Rhetorical Analysis	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 points
Discipline Investigation	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 points
Five Critical Reading Reflection Journals	Throughout the semester, you will read sections of Carnegie and respond to what you read in a series of reflective journals. At the end of the semester, you will place all of these journals in your final portfolio.	2000	Maximum 25 points
Cover Letter	This is a one paragraph letter to readers of your portfolio in which you explain which of the three above assignments is your best work and why.	200–300	Maximum 5 points
Homework, quizzes, & participation	Your instructor will decide how to assign these points to your class work and participation.		Maximum 20 points
	<i>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.</i>		Maximum 100 points; minimum 70 points
Final Portfolio	The portfolio must include the following: <ul style="list-style-type: none"> • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the cover letter: 200–300 words • A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above); • First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor; • Five CRR journals; • The assignment sheets for all assignments. 	3200 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
Final Exam	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 RUBRIC to be used in evaluating both the portfolio assignments and the final exam.

THE WRITING:

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

Guide to the four categories

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

Letter grade to percentage scale

A+ 98-100

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



Serves as alternative satisfaction of the WST

Does not serve as alternative satisfaction of the WST

Tentative schedule — subject to change with notice

Week	Tuesday	Thursday
Week 1 8/21 – 8/23	Course introduction	Diagnostic in-class journal #1
Week 2 8/28 – 8/30	Introduction to key concepts: discourse communities, genres, and rhetorical analysis	Introduce Rhetorical Analysis assignment (RA) • HW for next class – bring possible documents for analysis for the RA; begin looking for a person to interview for the Discipline Investigation assignment. Readings TBA
Week 3 9/4 – 9/6	Readings TBA	Peer review of articles; readings TBA
Week 4 9/11 – 9/13	Readings TBA	Readings TBA
Week 5 9/18 – 9/20	Readings TBA	DUE: First draft of RA; peer review
Week 6 9/25 – 9/27	DUE: Second draft of RA; conferences	DUE: Second draft of RA; conferences
Week 7 10/2 – 10/4	Introduction to Discipline Investigation (DI)	Readings TBA. DUE: Final draft of RA
Week 8 10/9 – 10/11	Readings TBA	Readings TBA
Week 9 10/16–10/18	Readings TBA	DUE: First draft of DI; Peer review
Week 10 10/23–10/25	Readings TBA	Readings TBA
Week 11 10/30–11/1	DUE: Second draft of DI; conferences	DUE: Second draft of DI; conferences
Week 12 11/6 – 11/8	Readings TBA	DUE: Final draft of DI Assign cover letter
Week 13 11/13–11/15	Cover letter peer review; Final Exam prep	Final Exam practice
Week 14 11/20–11/22	<ul style="list-style-type: none"> • Students notified if they are not eligible for the portfolio and final exam. • Portfolio preparation workshop for eligible students • Final Exam review 	Thanksgiving — no class
Week 15 11/27–11/29	Portfolio due; assemble in class	Final Exam done in class
Week 16 12/4 – 12/6	No more 100A (whole) class meetings after 11/29	
Week 17 12/11–12/13	RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS	

DROPPING THE COURSE

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

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.

OTHER 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. www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

2. Academic integrity statement (from Office of Judicial Affairs): Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>
3. Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other

unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

4. Campus policy in compliance with the Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center <http://www.sjsu.edu/aec/> to establish a record of their disability. AEC's phone number is 924-6000.
5. Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<http://www2.sjsu.edu/senate/s90-5.htm>).
6. If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by both instructors. (<http://www2.sjsu.edu/senate/S04-12.pdf> and academic dishonesty [http://sa.sjsu.edu/download/judicial/Academic Dishonesty Policy.pdf](http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf)).

Evacuation plan for the classroom: See posted information in classroom.

Some short rules for writing

1. Put the point of your email (phrased as a question if you want something) in the Subject: line of your email.
2. Words are like clothes: they show the respect you have for *others*. Be mindful of this.
3. Write the way you expect a person with a good education would write.
4. Be direct: use short words, short sentences, and short paragraphs.
5. Related to #4, avoid the passive voice. Use the **active voice** whenever possible. For example:

Passive (*wordy, less direct*)

Forty engineers were hired by Tesla.

Many new GE courses were offered by SJSU in 2018.

Active (*clearer, stronger*)

Tesla hired forty engineers.

SJSU offered many new GE courses in 2018.

Sometimes cautious writers use the passive:

Passive

Coffee is expensive in the Student Union.

Mistakes were made.

Active (*clearer, stronger*)

Starbucks charges \$3.00 for a small coffee in the S.U.

Human Resources made a mistake.

But sometimes we must use the passive because we don't know for sure who did the action:

Passive

The earth was created about 4.54 billion years ago.

President Kennedy was assassinated in 1963.

Active

?

?

6. Avoid jargon words or expressions like *going forward*, *at the end of the day*, *reboot*, *it's all good*, *have a conversation*, *go Yankees!*, etc. They can reflect lazy and sometimes shallow thinking.
7. Never write more than two pages on any subject if possible.
8. Check your quotations.
9. Never send an important letter or email on the day you write it. Read it aloud the next morning — and then edit it.
10. Get a trusted friend to read it as well and to suggest improvements.
11. Before you send your email or letter, make sure it is crystal clear what you want the recipient *to do*.
12. If you want ACTION right way, don't write. Go and tell the guy what you want.

An insight: The verb “to be” may distort our perception of reality

Simple changes in your speech and writing can have transformative effects on the way you perceive the world and how others perceive you. This communication hack from an obscure, but influential Polish aristocrat should certainly get you thinking.

Alfred Korzybski

Alfred Korzybski, a Polish emigre to the US, was a polymath and independent scholar who developed a philosophy called General Semantics. Largely forgotten these days, in the mid-20th century Korzybski was famous, inspiring a legion of followers with interests in areas as diverse as literary criticism, philosophy, linguistics, psychology, and cybernetics.

The map is not the territory

Korzybski's most memorable idea is that “the map is not the territory.” By “map” Korzybski means our opinions, experiences, background – all the things that influence how we perceive and understand the world.

However, our “maps” are always selective and highly subjective. What I think about a politician is not who the politician is. Nevertheless, we constantly rely on our maps to help us make decisions about our lives. And when misperceptions conflict with reality, this causes misunderstanding and conflict.

According to Korzybski, understanding how we use language was key to avoid these conflicts. And one word in particular seems to get in the way.

Getting rid of the word “is”

Korzybski said that using phrases like “I am, he is, they are, we are” promote a kind of insanity because they reduce complex ideas into single, simple concepts such as “He is a bad person,” “She is ignorant,” “They are unfriendly.”

Korzybski proposed a radical solution for avoiding the kind of traps these types of thought/speech patterns can cause. He suggested that if we stop using the verb “to be” as a way of describe people and

things, we can change the way we perceive the world. As Oliver Burkeman in the *Guardian* explains, “To think about and function in the world, Korzybski said, we rely on systems of abstract concepts, most obviously language. But those concepts don’t reflect the world in a straightforward way; instead, they contain hidden traps that distort reality, causing confusion and angst. And the verb “to be,” he argued, contains the most traps of all.”

In 1965, David Bourand, a student of Korzybski, took this idea a step further by proposing a new dialect of English he called “E-prime.” E-prime focuses entirely on eliminating the “to be” verbs.

Getting rid of “is” forces you to stop thinking in terms of generalizations such as “my neighbor is lazy” and instead forces you to think in more accurate terms closer to reality. While this might seem trivial, we know that words can have powerful psychological effects and changing your speech and thought patterns can make a big difference. As Joshua Cartwright explains,

“Consider what happens when you say “I AM a failure.” You equate yourself fully and completely with the idea of failure. No wiggle room. This $X = Y$ creates all kinds of mental anguish and it doesn’t need to because we never can reduce ourselves to single concepts.”

So in E-prime, you might say something like “I feel like a failure” or “I have failed at juggling” which creates less of a sense of permanence, and opens the possibility for addressing the problem.

It affects your writing too

It’s not just speech where the word “is” can trip us up. It can affect our writing too. Some of the negative outcomes of relying on “to be” include:

- Making your writing and speaking seem static rather than active
- Implying permanence when you don’t want it to
- Spinning your opinions as absolute facts

Using “to be” excessively can also make you

- Look simple
- Show that you only know vague descriptions of events, people, and topics — which may be much more complex and interesting.

So how do you get rid of “to be”? In some cases you can just simply remove it. E.g.:

“Anyone who is willing to work hard will succeed in this program” becomes:

“Anyone **willing** to work hard will succeed in this program.”

Or you can replace it with an action verb, so:

“She is a slow thinker,” becomes “She **thinks** slowly.” Likewise

“We are in agreement” becomes “We **agree**.”

When you stop relying on “is” in your writing you’ll find the following things happen:

- You don’t make false claims
- You write and speak more clearly and accurately
- You write more powerfully
- You describe your world in more interesting, intelligent, and even exciting ways.

- You say more in fewer words
- You notice a difference between your own opinions and your reality

As you work to remove “is” from your language, you’ll start to become more aware of the reality outside of your own internal maps and perceptions.

And when you move away from these biases and generalizations, you can start accepting others based on what they actually do, say, and think rather than on what you think they “are.”