

San José State University
Linguistics & Language Development
LLD 100A, Writing Competency through Genres, Section 08 and 09, Fall 2018

Course and Contact Information

Instructor:	Roshini Joseph
Office Location:	Clark Hall 408 C
Telephone:	1 408 924 1334
Email:	josephroshini@hotmail.com
Office Hours:	T/Th 10:30am-11:30am, Fr 12:30-1:00pm and by appointment.
Class Days/Time:	T/Th 3:00pm-4:15pm and Fr 9:30am-12:15pm
Classroom:	Sweeney Hall 348 and Clark Building 205
Prerequisites:	Passed ENGL 1B or equivalent; taken WST at least once without passing.
Canvas:	http://sjsu.instructure.com

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/ENGL 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

- **LLD 100A Course Reader** (available at Maple Press, 481 East San Carlos St. (408)297-1000)
- A college-level English dictionary
- **Internet access**

Recommended

- **Lunsford, Andrea. (2013). *The Everyday Writer with Exercises*. Boston: Bedford/St. Martin's. Print. ISBN 978-1-4576-1267-1** (This may be linked to your Canvas site. If you prefer a hard copy, you may purchase it from the bookstore or elsewhere.)

Other Readings

Readings for the journals will be posted on 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*

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 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.

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
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 eligibility 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 eligibility points
Five Critical Reading Reflection Journals	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. Most of these will be	2000	Maximum 25 eligibility points

Assignment	Description	Word count	Assessment
	timed essays written in class. At the end of the semester, place these journals in your portfolio.		
Cover Letter	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
Homework, quizzes, & participation	Your instructor will decide how to assign these points to your class work and participation.		Maximum 20 eligibility points
	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.		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, including at least two in-class, handwritten journals; 	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: 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).

Late Work Policy

- All assignments are due in class and on Canvas on the day and time specified in this syllabus (see course schedule) unless otherwise noted in class. The Canvas deadline is half an hour before class starts.
- Assignments turned in late will receive a lower grade. A point will be deducted for each day that the assignment is late, up to a week. After a week, the assignment will be accepted for half credit only.
- Absence from class may not be used as an excuse for failing to submit assignments on time.

- Make-up exams will be given only under truly extraordinary circumstances such as an illness (with doctor's note) or any other verifiable emergency. Please discuss the problem with the instructor as soon as possible.

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"> • 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.
- Development and organization
- Grammar and syntax
- 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	Serves as alternative satisfaction of the WST
D-	54 or lower	Does not serve as alternative satisfaction of the WST
F	Not eligible for portfolio and final exam	

Classroom Protocol

- Attend all class sessions and be on time. (More than ten minutes late will be considered an absence)
- Bring all needed material to class every session. (Books, supplementary material, work drafts, revisions and etc.) Check the course calendar for dates. (If you attend class unprepared, you will lose points)
- Be ready to actively participate in class discussions.
- No texting, updating Facebook or other class work, etc. in class at all times.

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 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](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 Writing Competency through Genres, Fall 2018

Course Schedule

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

<i>Week</i>	<i>Tuesday</i>	<i>Thursday</i>
Week 1 8/21-23	Course introduction HW: Get course reader, complete syllabus exercise , bring paper and pen for diagnostic	Diagnostic In-Class Journal #1 HW: Read pages on rhetoric CR
Week 2 8/28-30	Introduction to key concepts: discourse communities, genres, audience HW: Complete exercise, read pages on strategies and appeals.	Introduction to key concepts: Strategies and Appeals HW: Read “What is Intelligence Anyway?” and “Napping” CR
Week 3 9/4-6	Introduction to key concepts: analysis of an article HW: Complete the article worksheet and post on Canvas. Read the RA assignment and finding an article CR	The RA assignment, finding an article HW: Identify a document to analyze and post on Canvas 9/11. Complete the readings for Journal 2
Week 4 9/11-13	Journal 2 HW: Read your document actively and bring it to class CR	Analyzing your document HW: Complete a worksheet for your document and post on Canvas
Week 5 9/18-20	Writing the RA HW: Draft RA for peer review, Read the DI assignment, finding an interviewee, interviewing	Interviewing for the DI, sign up for RA conference HW: Identify an interviewee and post your choice on Canvas 9/25 by 8:00 pm, RA peer review draft due in class
Week 6 9/25-27	Peer Review RA Sign up for RA conference HW: Complete readings for Journal 3	Journal 3 HW: Revise RA for conference
Week 7 10/2-4	Conference RA HW: Work on completing interview for DI	Conference RA HW: Revise RA, Feedback Draft due 10/9
Week 8 10/9-11	Grammar Workshop Submit RA HW: Complete your interview and create a transcript and bring it to class.	Organizing the DI HW: Organize points into paragraphs, Find two outside sources
Week 9 10/16-18	Writing the DI--Adding outside sources HW: Incorporate sources in DI	Grammar Workshop HW: Draft DI for peer review due 10/25 Complete readings for Journal 4
Week 10 10/23-25	Journal 4 HW: Draft DI for peer review due 10/25	Peer Review DI Sign up for DI conference HW: Revise DI for conference
Week 11 10/30-11/1	Conference DI HW: Gather any missing information for the DI	Conference DI HW: Complete readings for Journal 5
Week 12 11/6-8	Journal 5 HW: Revise DI, Feedback Draft due 11/8, read cover letter guidelines	Cover letter, Submit DI HW: Review basic concepts for final exam
Week 13 11/13-15	Final exam prep HW: Draft cover letter	Peer review cover letter, final exam prep HW: Read portfolio guidelines, collect required documents

<i>Week</i>	<i>Tuesday</i>	<i>Thursday</i>
Week 14 11/20-22	Portfolio workshop Students notified if they are not eligible for the portfolio and final exam.	<i>Thanksgiving Break – no classes</i>
Week 15 11/27-29	Portfolios Due	Final Exam DONE In Class
Week 16 12/4-6	No more 100A (whole) class meetings after 11/29!	
Week 17	RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS	