

**San José State University  
College of Social Sciences  
Comm 80, College Writing Essentials, Section 40**

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<b>Office hours:</b>	Tuesdays and Thursdays from 9:00 AM to 10:00 AM, and by appointment
<b>Class days/time:</b>	Tuesdays from 1:30 PM to 2:45 PM
<b>Classroom:</b>	HGH 231

**Catalog Description**

Weekly workshop in writing skills for student success, including grammar and punctuation. Repeatable, not for graduation credit.

**Course Description**

This workshop is designed to help you improve your writing skills. Through lectures, discussions, exercises and written assignments, you will learn, develop and practice your writing skills, including brainstorming, organizing, revising and editing.

**Course Websites**

Copies of the course syllabus, lecture material, and major assignments may be found on the [class Canvas site](#) at <https://sjsu.instructure.com/>. The syllabus and other materials will also be posted to [my faculty webpage](#) at <http://www.sjsu.edu/people/mary.sunseri/>.

You are responsible for regularly checking class materials and messages sent via Canvas. The announcement page will be used for updates and other important alerts about the class. For [Canvas student resources and tutorials](#), go to [http://www.sjsu.edu/at/ec/canvas/student\\_resources/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources/index.html).

**Course Learning Outcomes**

After successfully completing this workshop, you will be able to:

1. Demonstrate an expanded academic vocabulary in writing and speaking.
2. Articulate and demonstrate the qualities of effective sentences, paragraphs and essays.
3. Use critical thinking skills to summarize, paraphrase, understand and respond to both expository and argumentative reading assignments.
4. Evaluate the effectiveness of your own composing process and develop strategies or make adjustments as needed.

5. Incorporate (i.e., paraphrasing, quoting) source material, including correct APA in-text and bibliographic source citation.
6. Articulate as appropriate similarities and differences in communication between U.S. academic culture and your own individual heritage culture.

### **Required and Recommended Readings**

Bar Charts, Inc. (2006). *The QuickStudy for English*. Boca Raton, FL: Bar Charts, Inc. Publishing. Additional readings will be assigned as appropriate and will be available electronically.

You should also explore the [Online Writing Lab at Purdue University's writing and source citation advice website](http://owl.english.purdue.edu) at <http://owl.english.purdue.edu>.

### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, and similar topics found at the [Division of Student Affairs website](http://www.sjsu.edu/studentaffairs/) at <http://www.sjsu.edu/studentaffairs/>.

### **Assignments and Grading Policy**

This is a credit/no credit workshop. Consistent, effective participation and completion of workshop deliverables are required in order to pass. You must complete at least 75% of the assignments with a passing grade in order to receive credit for this workshop.

All of your assignments for this workshop should be formatted as follows: Typed (using a dark ink, preferably black), double-spaced, 10 or 12 point easy-to-read font (e.g., Times New Roman), one inch margins on all sides. Please also remember to include your name and your title for the assignment, as well as indicate whether it is a draft version (when appropriate).

You should strive for five qualities in your writing for this workshop: It should be: 1.) COMPELLING (i.e., it should articulate a claim—make a point, be purposeful—and an audience for that claim), 2.) COMPLETE (i.e., it should address all aspects of the assignment, it should be sufficiently developed), 3.) COHERENT (i.e., your argument should logically progress from one paragraph to the next), 4.) CONCISE (i.e., it should be richly developed, but not meandering or repetitive), and 5.) CORRECT (i.e., it should be free of grammatical, typographical and source citation errors, as well as fallacious reasoning). I will look to these five criteria as I evaluate your work in this course. You should know that, while I will always read your papers for your argument, your writing is only as strong as the sentence-level choices you make to create it (in other words, never underestimate the power of careful proofreading).

### **On Deadlines**

Your consistent and active participation is crucial to your success in this workshop. Your on time, focused and engaging conversation will help to make you a better learner and community member. However, should a conflict arise, please do everything in your power to contact me prior to missing our meetings so that we might try to make alternative arrangements. Please be aware that I will only accept late work in cases of extreme personal emergency; furthermore, such work may be subject to a fifty percent grade penalty or additional, elaborative assignments.

**Assignments**

<b>Participation</b>		___ out of 50 points possible
<b>Article Analysis</b>		___ out of 200 points possible
	Draft 1	___ out of 20 points possible
	Draft 2	___ out of 30 points possible
	Final Draft	___ out of 80 points possible
	Consultation with Instructor	___ out of 50 points possible
	Presentation	___ out of 20 points possible
<b>Portfolio</b>	Portfolio Review, Round 1	___ out of 50 points possible
	Portfolio Review, Round 2	___ out of 50 points possible
<b>Proofreading Guide</b>	Proofreading Guide 1	___ out of 25 points possible
	Proofreading Guide 2	___ out of 25 points possible
<b>Total</b>		<b>___ out of 400 points possible</b>

Your final grade is based on the following point scale: CR (Credit) = 400 to 300 points; NC (No Credit) = 299 and fewer points.

**Class Participation**

Effective participation in this course consists of preparing for each class (including completing assigned readings prior to class), offering helpful and tactful feedback to your peers, making productive contributions to our discussions, and preparing brief, informal in and out of class writings. At times, you will also present your work to the class, provide feedback to one another orally and publicly, or engage in other oral communication activities as appropriate.

**Article Analysis**

In this brief (approx. 5 pp.) essay, you will synthesize and meaningfully share a journal article from any peer-reviewed journal in your academic discipline for another, non-academic, audience. Take care in your selection to: (1) remember to choose an article you find interesting/meaningful/relevant; and (2) make sure that you've selected an article (and not a book review or a review essay). While you should briefly summarize the article for your readers, please do not feel as though you need to excerpt the entire article all over again in your essay. Offer your reader a quick overview of the article, and then begin to explore: (a) the article's potential usefulness to that reader, and/or (b) the author's assumptions, limitations, and misconceptions as they are relevant to that reader. Be sure that you write in a style that is appropriate for your chosen audience, while still engaging their attention and sharing the author's (or authors') insights.

**Portfolio**

You will maintain a notebook or folder of weekly in- and out-of-class writings and practice worksheets called a portfolio. This portfolio will be evaluated twice during the semester.

## **Proofreading Guides**

This semester we will work together to improve our proofreading skills; as part of that effort, you will maintain a “proofreading guide,” a place for you to note your most common errors and how to correct them. Guides will be collected two times and should consist of 3-5 patterns of error you’re working to edit from your writing (e.g., collection one will note 3-5 patterns, collection two will note 6-10 patterns). Notation of a pattern includes: the name of the error pattern, an incorrect instance, a correct instance, and the “rule” in your own words. You will use your proofreading guides as you edit your writing for this workshop.

## **University Policies**

### **Academic integrity**

You must be familiar with the [University’s Academic Integrity Policy](http://www.sjsu.edu/studentaffairs/) available at <http://www.sjsu.edu/studentaffairs/> “Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development.”

You should, therefore, submit your own, original work for this course. I will uphold San José State University’s policy on academic honesty. Consequently, an instance of academic misconduct (e.g., plagiarism, cheating, taking credit for others’ work, submitting work for another course as work for this one, etc.) will likely result in a failing course grade. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires instructor approval.

### **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 to make 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 DRC (Disability Resource Center) to establish a record of their disability.

## **Resources**

### **Student Technology Resources**

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. In addition, computers are available in the Martin Luther King Library. The COMM Lab, located in Clark Hall 240, also has a few computers available for student use.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

### **Communication Center**

The Communication Center is located in Hugh Gillis Hall 229 and is open Monday through Thursday 10:30AM to 4:30PM, from February 4th to May 9th. The Center provides support for all students interested in developing their personal and professional communication skills, and offers specialized support for those enrolled in Communication Studies courses. Services include in-person workshops and self-paced online modules via Canvas. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Enrollment in COMM 80 provides support for the Center. More information can be found through the [center's website](http://commcenter.sjsu.edu/) at <http://commcenter.sjsu.edu/>.

Writing consultants offer writing tutoring through the SJSU COMM Center, individual appointments, and class visits. Consultants offer in-person and online tutoring seven days a week! For more information about the individual writing consultants, their availability, and to schedule an appointment, please visit their [blog](http://sjsuwritingconsultants.blogspot.com/) at <http://sjsuwritingconsultants.blogspot.com/>.

### **SJSU Writing Center**

The SJSU Writing Center in Clark Hall 126 is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. More information is available at the [SJSU Writing Center's Web site](http://www.sjsu.edu/writingcenter) at [www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

**Class Schedule: Comm 80, College Writing Essentials, Spring 2013**

Note: This calendar is subject to change with fair notice. I will give at least a week's notice both in class as well as on our Canvas course page.

<b>Meeting</b>	<b>Description</b>	<b>Reading</b>	<b>Assignments</b>
Week One 1/29/2013	Introductions and Expectations		
Week Two 2/5/2013	The Composing Process	pp. 73-89	
Week Three 2/12/2013	My History as a Writer		
Week Four 2/19/2013	Essay Structure & Organization Audience	pp. 67-72	
Week Five 2/26/2013	Reading Academic Writing		Bring a peer-reviewed research article from your academic discipline
Week Six 3/5/2013	Paragraph Structure		
Week Seven 3/12/2013	Providing Effective Feedback		Portfolio Collection 1
Week Eight 3/19/2013	Revision		Article Analysis Draft 1 Due
Week Nine 4/2/2013	Topic Sentences and Transitions	pp. 25-26	
Week Ten 4/9/2013	Sentence Structure	pp. 27-30	
Week Eleven 4/16/2013	Source Citation Punctuation	pp. 31-51	
Week Twelve 4/23/2013	Strategies for Effective Editing		Article Analysis Draft 2 Due
Week Thirteen 4/30/2013	Active Voice	pp. 53-65 Purdue OWL	
Week Fourteen 5/7/2013	Variety, style and power		Portfolio Collection 2
Week Fifteen 5/15/2013	Final Presentations <i>Wednesday, May 15<sup>th</sup>, 12:15 PM to 2:30 PM</i>		Article Analysis Final Version Due Presentations