



English 1A, Composition 1
San José State University
Department of English and Comparative Literature
Section 78, Fall 2011

Instructor: Amy Leonard

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Class Day/Time: F 930-1215

Classroom Location: SH 238

Prerequisites:

GE Category: GE A2

Note: The best way to contact me is through email; I usually take about a day to respond.

Required Texts and Materials

1. *Writing with Style* by John Trimble
2. *The Easy Writer* by Andrea Lunsford
3. *English 1A Course Reader* by Amy Leonard (Can be purchased at Maple Press or send Amy an e-mail)
- 4.
5. 2 Green Books
6. A dictionary or use www.m-w.com
7. A course binder or large folder for keeping papers, assignments, notes, and handouts, as well as outlines and all drafts of essays
8. A Folder for Turning All Essays In
9. A journal (spiral notebook or any type of journal you like)
10. A Jump Drive for saving your assignments
11. Recommended: Reliable e-mail address with your first and last name to share with the class e.g. Smith_John@ymail.com

Course Goals and Student Learning Objectives

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

1. Clear and effective communication of meaning.
2. 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).
3. The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
4. The ability to explain, analyze, develop, and criticize ideas effectively.
5. Effective use within their own essays of supporting material drawn from reading or other sources.
6. Effective organization within the paragraph and the essay.
7. Accuracy, variety, and clarity of sentences.
8. Appropriate diction.
9. Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).
10. Have fun!

Assignments:

- Essay #1 Diagnostic Essay: Your Definition of Success (IN-CLASS)(50 points) (SLO 1,2 3, 4)
- Essay #2 Evaluation Essay: Evaluating a Weekend Activity (100 points) (SLO 1, 2, 3, 4)
- Essay #3 Analysis Essay: Social Networking: Social Paradise or Social Isolation (100 Points) (SLO 1, 2, 3, 4)
- Essay #4 Position Essay: The Great Language Debate (IN-CLASS) (100 Points) (SLO 1, 2, 3, 4)
- Essay #5 Youth Subculture: To Join or Not To Join? (100 Points) (SLO 1, 2, 3, 4)
- Essay #6 Compare and Contrast Analysis Essay: What Are Video Games Doing to You? [IN-CLASS] (100 Points) (SLO 1, 2, 3, 4)
- Essay #7 Narrative Essay: What Moment Defines You? (100 Points) (SLO 1, 2, 3, 4)
- Essay #8 Revision Essay (50 Points) (SLO 1, 2, 3, 4)
- Final portfolio (100 Points) (SLO 1, 2, 3, 4)
- Quizzes on all readings (50 points) (SLO 1)
- Participation: attendance, small-group work, class discussion, and debates (75 points) (SLO 1)
- Journal: reading responses, annotation, pre-writing, grammar group work (75 points) (SLO 1)

Student Learning Objectives:

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Some Notes on Assignments and Essays:

Formatting Guidelines*: Rough drafts and final essays must be neatly typewritten and double-spaced on 8 1/2 by 11 inch paper with one-inch margins and 12-point font. All final essays must meet the minimum page requirement (i.e. for a 3-5 page paper, you must turn at least 3 full pages). All final essays must be turned in with a second copy.

Proofreading!!! Careful proofreading is fundamental to this class. I expect you to turn in papers that are free of the following types of errors: “typos,” misspellings, misused apostrophes and capitals, incorrect verb endings, subject-verb agreement errors and homonym errors. If you are a lousy typist, you may correct proofreading mistakes in pen on the essay because **any papers containing excessive proofreading errors will be returned to you for further editing** and may be counted as late as a result.

* Please see the course reader for a further explanation of the formatting requirements.

** Remember to have your essays **printed out** for class. I **do not** accept papers over email.

ASSIGNMENT AND GRADING POLICY

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Grades will be awarded on an A-F scale. **A CR/NC option is NOT available!** Your grade will be calculated using the following weighted system:

A: 100-90	B: 80-89	C: 70-79	D: 60-69	F: 0-59
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JOURNAL

You will be asked to keep a journal throughout this semester for reflecting on readings, films, class discussions, and your individual creative and critical process. This journal will be a place for you to express your ideas in a more casual way than in your papers. For all reading assignments, you will be expected to not only read the assignment, but also write a **1/2 page response** in your journal. The response can be about your reaction to or interpretation of the reading. Additionally, **remember to bring your journal to class every day** because we will often start class by sharing journal entries. **Also, in-class free writes and grammar exercises will be done in the journal.**

COURSE REQUIREMENTS

Any essay having more than 5 of the following errors per page will not receive a passing grade.

Examples of major errors:

Fragments Subject-verb agreement Comma splice Preposition errors	Run-on Sentences Verb tense errors Confusing/Unclear Sentences Verb form	Misuse of possessives Pronoun agreement Pronoun reference
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Please start working on any weaknesses as soon as you get your First Essay back.

Classroom Protocol

STUDENT ATTENDANCE POLICY:

Students are expected to attend all sessions of each class. Instructors may drop students from the class if they fail to attend the first class meeting, or when accumulated unexcused hours of absences **exceed ten percent of the total number of hours the class meets during the semester**. Moreover, an instructor may drop from the class any student who fails to attend at least one class session during the first three weeks of instruction.

Attendance is required every day because all class time counts. Writing, reading, and critical thinking are skills that are improved through constant practice. Students who attend class regularly are more likely to succeed, so come on time, stay for the whole class, and be active in class.

- If you are absent, you are responsible finding out any announcements or assignment changes made in class (contact one of your lifelines for the info—not me).
 - Late essays will be penalized one full letter grade for each day it is late, and quizzes may not be made up.
 - No late homework will be accepted.
 - Essays, homework, or journal entries will **NOT** be accepted via e-mail.
 - **If you exceed more than one week's worth of absences, I will talk with you about dropping the course.**
 - If something tragic occurs, please let me know how I can help you make it through the course. I am willing to work with you if you are dedicated.
 - If you claim death or illness prevents you from turning in an essay, you will have to present a death certificate or doctor's note.
 - **If you stop coming to class, you are responsible for dropping yourself or you will receive an F.**
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POLITENESS POLICY:

Politeness is more than a request -- it is a requirement for this class. If you plan to succeed in this class

1. Out of courtesy for your classmates, please mute the sound on your cell phone.
2. Please do not take calls in class or text message in-class!
-Anyone caught doing this will be asked to leave the class for the day and receive an unexcused absence.
3. Your cell phone must be in your bag during all of class
4. Remember to be courteous to everyone in the class, even when you disagree.
5. Please do not carry on conversations while I am talking, during a presentation, or when a classmate is talking. This is rude and I will ask you to leave if the behavior continues.

WARNING: *Disruptive students will be asked to leave the class and will lose their participation points for that day!*

REVISION POLICY

- Attached to the syllabus is a coupon that entitles you to revise one paper.
- Only papers that have completed all parts of the draft phrase and peer review will be eligible for a revision.
- If you choose to revise a paper, you must present the revision coupon within one class of receiving the final grade on the paper.
- You may only revise one paper.
- You must complete the revision within one weeks of requesting the revision.
- All your revision changes must be highlighted.
- Your revision score will be averaged with your original score to equal your final grade on the assignment.

EXTENTION POLICY

- Attached to this syllabus is a coupon that entitles you to an extension on one paper/Assignment.
- Papers will only be eligible for an extension if they completed all parts of the draft phrase and peer review sessions
- Please present this coupon on the day the assignment is due.
- You must be present on the day the paper is due to use the coupon.

LATE WORK:

- Assignments are due in-class (NOT my email box) on the due date.
- Homework is due at the beginning of class, so if you come to class late, your homework is late.
- **Late homework assignments are worth 0 points.**
- If you claim a death or illness prevents you from turning in an assignment, you must produce a death certificate or doctor's note to receive an extension.
- **Due dates are final and will not be altered to fit your personal needs.**
- If you are absent on the day we have an essay examination, you must schedule a make-up with me by the next day, **or you will receive an F on the assignment.**

PARTICIPATION

One of the things I love most about teaching is that it gives us the opportunity to talk about issues of the human condition. We look different from one another, come from different cultural and personal experiences, and have different talents, goals, and opinions. Boldly sharing these differences will make discussions and our class great fun, so I look forward to hearing all of your voices whenever you are comfortable.

I am not the only teacher in the classroom; I am also learning from you. My goal for you is to actively engage in the texts we read and the subjects we write about, rather than asking you to passively regurgitate my ideas. When you do your homework, try to generate questions and ideas before class meets because if your participation is active and constant throughout the quarter, I will increase your grade by 1/2 letter grade.

CORRESPONDENCE

Email is the best way to reach me outside of class and office hour time. I will respond to email messages sent M-Th within 24 hours. Messages sent Friday, Saturday, or Sunday will be retrieved on the following Monday. PLEASE PLAN ACCORDINGLY! Please send class related email messages via ANGEL so that your email does not get buried among my general work correspondence. In your messages, please include your first and last name and the name of the class in which you are enrolled.

VISUAL FORMAT FOR ALL ESSAYS AND HOMEWORK:

All the information below should be in your heading at the top left corner of every essay, exercise, or homework assignment you submit to me. An incomplete heading may lower your grade on that assignment.

NAME

INSTRUCTOR'S NAME

ENGL 1A

SAN JOSE STATE UNIVERSITY

DATE

ASSIGNMENT NAME

For essays only:

You should center an *original title* (meaning the creation of your own brain and not just the assignment title) below your heading. Your original title should preview your essay and be thought-provoking or interesting. All essays and homework **must be typed, with margins of one inch all around, double-spaced, times new roman and size 12 font. DO NOT** include a cover sheet!

FINAL PORTFOLIO ASSIGNMENT:

During this course, you will create a portfolio of your work, including a written reflection of 1000 words, that is worth ten percent of your grade. Think of it as a scientific study of your progress as a writer over the next four months. What you include in your portfolio doesn't have to be perfect. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The portfolio project is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This portfolio is your culminating experience. This course does not have a final exam.

PLAGIARISM

Don't even think about it! All work you turn in must be the product of your own brain! I want to hear your ideas and your voice because the only way to become a better writer is to write. Plagiarism prevents you from becoming a great writer and ruins your reputation as a student. If you intentionally plagiarize any assignment, you will receive a failing grade on the assignment and may receive a failing grade in the class, as well as face possible expulsion from this college. If you are uncertain about the rules for using a source, come see me before you turn in the assignment.

THE SYLLABUS and/or SCHEDULE DISCLAIMER

- Changes to the syllabus and/or schedule may occur as an instructor deems necessary.
- Please note that it is the student's responsibility to stay informed of these changes.
- I will note syllabus changes in an e-mail and in class
- You might also consider selecting a study partner or creating a study group whom you can contact if you have questions about changes to the syllabus/schedule.

Note:

- If you have any special circumstances that you feel may influence your performance in this class (a diagnosed learning disability, physical disability, or anything at all that might interfere with your learning), please come chat with me so that we can create a learning environment that works for you.

Something to Think About:

Among other things, life is about choices. Please make your choices wisely because with the privilege of making them comes the consequences with which you will have to live. Not doing homework is a choice. Turning in a paper late is a choice. Not coming to class is a choice. Conversely, being successful in this class is also a choice. Before you do anything, ask yourself, "What outcome do I want, and what should I do to obtain it."

I look forward to working with and learning from all of you.

Amy ☺

ENGLISH 1A Resources and Information

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our 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. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

On-line Tutoring Websites:

- <http://faculty.deanza.edu/writingcenter>
- <http://owl.english.purdue.edu>

ESL Websites:

- <http://www.eslcafe.com>
- <http://www.englishclub.net/grammar>

Important SJSU dates Fall 2011

Monday	August 22	Academic Year Begins – Fall Semester Begins
Mon-Tues	August 22-23	Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences (P)
Wednesday	August 24	First Day of Instruction – Classes Begin
Monday	September 5	Labor Day - Campus Closed (L)
Tuesday	September 6	Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)
Tuesday	September 13	Last Day to Add Courses & Register Late (A)
Wednesday	September 21	Enrollment Census Date (CD)
Friday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 23	Classes that start at 5:00 PM or later will not meet
Thursday	November 24	Thanksgiving Holiday - Campus Closed (T)
Friday	November 25	Rescheduled Holiday - Campus Closed (RH)
Thursday	December 8	Last Day of Instruction - Last Day of Classes
Friday	December 9	Study/Conference Day (no classes or exams) (SC)
Mon-Fri	December 12-16	Final Examinations (exams)
Monday	December 19	Final Examinations Make-Up Day (MU)
Tuesday	December 20	Grade Evaluation Day (E)
Wednesday	December 21	Grades Due From Faculty - End of Fall Semester (G)
Monday	December 26	Christmas Holiday Observed - Campus Closed (CH)

LIFELINES:

NAME	CONTACT INFO	BEST WAY TO CONTACT

English 1A, Fall 2011, ASSIGNMENT CALENDER

- *Amy Reserves the right to change or drop any assignments listed below.*
- *All assignments LISTED IN HOMEWORK need to be completed by the beginning of the class on the day listed.*

Date	Homework (Due At the Beginning of Class)	In-Class Work
Aug. 26	<ul style="list-style-type: none"> • Buy the Books! 	Syllabus Introductions Fill-out Student Questionnaire Writing Process Quiz #1 Diagnostic
Sept. 2	<p>Read: Essay #2 Assignment</p> <p>Journal: Write 5 Goals You Have for This Class</p> <p>Journal: Write definition of an Evaluation</p> <p>Read and Annotate:</p> <p>“A Writer’s Choices” p. 12 in <i>Every Day Writer (EW)</i></p> <p>Critical Thinking and Argument” p. 25 in <i>EW</i></p> <p>Read and Annotate:</p> <p>“Thinking Well” p. 3-13 in <i>Writing With Style (WWS)</i></p> <p>“Getting Launched” p. 13-25</p>	<p>Read and Annotate: “How to Write an Evaluation”</p> <p>What is a Thesis Statement</p> <p>Peer review Thesis Statements</p> <p>In-Journal: Make a list of Weekend Activities you might want to evaluate</p> <p>Quiz on Readings</p>
Sept. 9	<p>Read and Annotate:</p> <ul style="list-style-type: none"> • “One Large Popcorn, Two Large Drinks, and One Big Mess” in <i>CR</i> • “Lovin' Loving Hut” in <i>CR</i> • ““A” Quality Roach Coach” (<i>CR</i>) <p>Journal 1/2 page response evaluating which essay was better. Be sure to explain why and follow the PIE format.</p> <p>Write: Rough Draft of Essay #2 (750-1000 words)</p> <ul style="list-style-type: none"> -Bold Thesis -Italicize Topic Sentences <p>Read and Annotate:</p> <p>“Exploring Planning and Drafting” in <i>EW</i> p. 17</p> <p>Openers p. 25-32 in <i>WWS</i></p> <p>Middlers p. 32-49</p> <p>Read: Adjectives and Adverbs” in <i>EW</i> p. 73</p>	<p>Peer Review</p>

<p>Sept. 16</p>	<p>Write and Revise: Final Draft of Essay #2</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You include your Works Cited • You met all the requirements <p>Read and Annotate:</p> <p>“Closers” p. 49-53 <i>WWS</i></p> <p>“Teenagers’ Internet Socializing Not a Bad Thing” in <i>CR</i></p> <p>“How to make 80 million friends and influence people” in <i>CR</i></p> <p>“An Unmanageable Circle of Friends” in <i>CR</i></p> <p>Journal 1/2 page response evaluating which essay was better. Be sure to explain why and follow the PIE format.</p>	
<p>Sept. 23</p>	<p>Write: Rough Draft of Essay #3</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You include your Works Cited • Have the minimum required sources. • You met all the requirements <p>Read and Annotate:</p> <p>Quoting p. 133-148 in <i>WWS</i></p> <p>“Social Networking Benefits Validated” in <i>CR</i></p> <p>“The Facebook Effect” in <i>CR</i></p> <p>Journal 1/2 page response evaluating which essay was better. Be sure to explain why and follow the PIE format.</p> <p>Read: “MLA Style for a List of Works Cited” EW p. 380-409</p>	
<p>Sept. 30</p>	<p>Write Final Draft of Essay #3</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You include your Works Cited • Have the minimum required sources. • You met all the requirements <p>Read and Annotate:</p> <p>Read: “Coordination and Subordination” p 94 in EW</p> <p>Readability p. 64-81 in <i>WWS</i></p> <p>“Why Good English is Good For You” in <i>CR</i></p>	<p>Journal on Dialect</p>

Oct. 7	<p>Write: Outline for Essay #4 Prep Study Guide for Midterm Quiz</p>	<p>Write Essay #4 Journal Check #2</p>
Oct. 14	<p>Read and Annotate “Superstitions” p.82-93 in <i>WWS</i> “Economic Status and Raving” on Website “The Bboy Style on the Eastside” on Website “Nortena Slang Dictionary” on Website Read: “Comma Splices and Fused Sentences” p. 85 in EW Read: “Commas” p. 111-117 Journal 1/2 page response evaluating which essay was better. Be sure to explain why and follow the PIE format.</p>	
Oct. 21	<p>Write: Rough Draft of Essay #5</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You include your Works Cited • Have the minimum required sources. • You met all the requirements <p>Read and Annotate “From Geeks to Freaks: Goths and the Middle Class” on Website “So Emo it Hurts” on Website Journal 1/2 page response evaluating which essay was better. Be sure to explain why and follow the PIE format.</p>	
Oct. 28	<p>Write: Final Draft of Essay #5</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You include your Works Cited • Have the minimum required sources. • You met all the requirements <p>Read and Annotate “Let’s turn off video games that Inflict Harm on Kids” in <i>CR</i> “The Moral Code of Grand Theft Auto” in <i>CR</i> “Semicolons” p. 105 Journal: Double Entry Journal: “The Moral...” Double Entry Journal: Let’s turn off video...”</p>	

<p>Nov. 4</p>	<p>Write: Outline for Essay #6 Write: Rough Draft for Essay #6(Optional) Read and Annotate “Violent Video Games a Gendered Experience” in <i>CR</i> Complete TIPS+ on: “Violent Video Games a Gendered Experience”</p>	<p>Write Essay #6 In-Class Write Self-Assessment Begin Essay #7 Journal Check</p>
<p>Nov. 11</p>	<p>Write: Rough Draft Due to Amy by 11:59 on Friday E-mail: Peer Review Group your Draft by 11:59 Peer Review Essays in your Group by 11:59 on 11/13/11.</p>	<p>No Class</p>
<p>Nov. 18</p>	<p>Write Final Draft of Essay #7</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You met all the requirements <p>Read and Annotate: Hyphens p. 129 in <i>WWS</i> Dashes p. 132 in <i>WWS</i></p>	
<p>Nov. 25</p>	<p>Write: Cover Letter about the essay you will revise -Include why you want to revise it and what changes you will make --This is due to Amy via e-mail by 11:59 on Friday</p> <p>Read and Annotate Usage Tips p.151 in WWS</p> <p>Journal: Pick One Quote from “Writer’s Talking Shop” p. 165-88 and write a ½ pg response about how this quote connects to your writing process.</p>	<p>No Class</p>
<p>Dec. 2</p>	<p>Write: Final Draft of Revision Essay</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You include your Works Cited • Have the minimum required sources. • You met all the requirements <p>Journal: Pick One Quote from “Writer’s Talking Shop” p. 165-88 and write a ½ pg response about how this quote connects to something you learned this semester.</p>	<p>Journal Check #3</p>

Dec. 9	<p>Write: Portfolio Essay ‘</p> <ul style="list-style-type: none"> • Bold Thesis • Italicize Topic Sentences • Make sure you are citing quotes with MLA • You include your Works Cited • Have the minimum required sources. • You met all the requirements <p>Compile: Final Portfolio Due</p>	
	Congrats on finishing English 1A!!!	Happy Holidays! ☺