**San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 36, Spring 2011**

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| **Instructor:** | Judy Harper |
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| **Office Hours:** | MW 12:00 – 1:15 p.m. and by appointment |
| **Class Days/Time:** | MW 1:30 – 2:45 p.m. |
| **Classroom:** | Boccardo Business Center 121 |
| **Prerequisites:** | Passage of the English Proficiency Test (EPT), or passage of an approved substitute for the EPT |
| **GE Category:** | Written Communication A2 |

**Required Texts/Readings**

**Textbook**

Convergences: Themes, Texts, and Images for Composition, Robert Atwan, editor. Bedford St. Martin’s, 3rd edition.
ISBN: 0312467346

**Course Description**

English 1A is the first course in SJSU’s two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the “personal voice” and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT**.**

**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:

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

**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.

**Academic policies**

You are responsible for reading the SJSU academic polices available online:
http://www.sjsu.edu/english/comp/policyforsyllabi.html

**Course Content**

**Writing**: In English 1A, you will focus on practicing all phases of the writing process including prewriting, organizing, writing, revising, and editing. All sections of English 1A require that you write essays totaling a minimum of 8000 words. This total word count does not include the final exam, journals, quizzes, or any brief or informal writing assigned by your instructor. You will write at least 3 but no more than 4 essays in class. Your instructor has listed in this syllabus how you will meet the 8000 word minimum. **You must write all formal essays to pass the course.**

**Reading**: English 1A includes extensive and intensive reading. The reading you do in English 1A provides useful models of writing for academic, general, and specific audiences.

**Research**: In this course, you might learn to use the tools of the SJSU library, including online resources for research, but library research is not a requirement of the course.

**Diversity**: The content presented in English 1A will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups.

**Course Materials**: The English department suggests that a dictionary, a rhetoric (or rhetoric/reader), and a handbook are appropriate materials for this course.

**The University Essay Final Exam:** Twenty percent of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to a college-level passage chosen by the English Department Composition Committee. You must take the final exam in order to pass the course.

**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.

**Classroom Protocol**

Classroom policies:

1. Be respectful of your environment and those around you. This is a community; treat it as such.
2. Treat others the way you want to be treated.
3. Be kind to yourself and others.
4. Ask for help and give help. It will make a world of difference.
5. Listen carefully.
6. Follow instructions.
7. Do your part, every day, to make this the best classroom and learning experience possible.

**Assignments and Grading Policies:**

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| **Assignment** | **Points** | **Percentage of total** | **Word Count** |
| Department Common Final | 20 | 20% | n/a |
| Daily Writing Requirement | 15 | 15% | 1,000 |
| In-class essays (3) | 25 | 25% | 1,800 |
| Out-of-class essays (3) | 35 | 35% | 4,200 |
| Essay revision | 5 | 5% | 1,000 |

**Grading:**

This course is graded on an A-F scale, with percentages broken down as follows:

A+ = 100-98 B+ 89-87 C+ = 79-77 D = 69 - 60

A = 97-93 B = 86-83 C = 76-73 F = 59 and lower

A- = 92-90 B- = 82-80 C- = 72 - 70

You must complete **all** essays plus take the department final exam to pass English 1B. This requirement is not negotiable.

**English 1A, Spring 2011, Course Schedule**

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| **Dates** | **Monday** | **Wednesday** |
| 1/24-1/26 | No class | Course introductionDaily Writing Requirement assigned and discussed |
| 1/31-2/2 | Review introduction in *Convergences.* Bring textbook to class | Read: 61- 78Out-of-class essay #1 assigned and discussed |
| 2/7-2/9 | Read: 79- 93 | Draft #1 due for peer review (SLO 1, 3, 4) |
| 2/14-2/16 | Read: 94 - 109 | Draft #2 due for peer review (SLO 1, 3, 4) |
| 2/21-2/23 | Read: 110 - 127**Out-of-class essay #1 due** (SLO 1, 2, 3, 4) | Read: 128 – 143 |
| 2/28-3/2 | Read: 163 - 186Out-of-class essay #2 assigned and discussed | In-class essay #1 (SLO 2, 3, 4) |
| 3/7-3/9 | Draft #1 due for peer review (SLO 1, 3, 4) | Read: 219 - 235 |
| 3/14-3/16 | Draft #2 due for peer review (SLO 1, 3, 4) | Read: 236 - 252 |
| 3/21-3/23 | **Out-of-class essay #2 due** (SLO 1, 2, 3, 4) | Read: 533-537; 586-604 |
| 3/28-3/30 | Spring Break! Have fun! |
| 4/4-4/6 | Out-of-class essay #3 assigned and discussed | Read: 605-622 |
| 4/11-4/13 | In-class essay #2 (SLO 2, 3, 4) | Draft #1 due for peer review (SLO 1, 3, 4) |
| 4/18-4/20 | Draft #2 due for peer review (SLO 1, 3, 4) | **Out-of-class essay #3 due** (SLO 1, 2, 3, 4) |
| 4/25-4/27 | Essay revision workshop (SLO 2, 3, 4) | Read: 623- end |
| 5/2-5/4 | FilmEssay revision due (SLO 1, 2, 3) | Film |
| 5/9-5/11 | In-class essay #3 (SLO 2, 3, 4) | Final exam preparation |
| Saturday, May 14 | Department Final Exam. This is a non-negotiable exam. Location TBA |
| 5/16-5/18 | Course wrap-upConferences | Course wrap-upConferences |