

San José State University
ENGL 1A: Composition 1 (GE A2) – Fall 2012

Section 27 T/R 10:30-11:45am SH 411

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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 experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Our class will act as a composition boot camp, arming you with the necessary tools for successful academic writing through persistent, systematic practice. 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

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.

Required Texts and Materials

The Brief Bedford Reader by X.J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron. 11th ed. Boston: Bedford/St. Martin's, 2012. ISBN: 978-0-312-61338-9

The Curious Writer Concise Edition by Bruce Ballenger. 3rd ed. New York: Pearson Longman, 2011.
ISBN: 978-0-205-78019-8

The Everyday Writer by Andrea A. Lunsford. 4th ed. Boston: Bedford/St. Martin's, 2009. ISBN: 978-312-59457-2

You will also need a notebook for your idea stockpile/class activities, a folder to keep all written assignments, 3 blue books, and internet access.

Assignments

Writing: You will do a significant amount of writing, in various forms, for this course. Writing assignments are designed to help you practice prewriting, organizing, writing, revising, and editing. There will be seven essays (three in-class and four out-of-class) totaling a minimum of 8000 words, **all of which are required to pass this course**. Out-of-class essays must be typed (Times New Roman, 12 point font) and double-spaced using MLA format.

- *In-class essays* (SLO 2): You must bring a blue book for each essay; feel free to expand or revise any ideas you explore here for an out-of-class essay.
- *Out-of-class essays* (SLO 1-4): Be aware that your grade in this class depends on how well you do on these essays. At the same time, I want to stress that this is your chance to make mistakes and grow as an academic, a writer, and a critic. After ENGL 1A, you will only take about two more courses that specifically address your writing skills (unless you're an English major). Use this time to challenge yourself to meet a higher standard.
- **Turnitin.com:** All out-of-class papers must be submitted to turnitin.com the day the paper is due. Papers not submitted to turnitin.com will count as late until they are submitted.
 - Class ID: 5334404 password: charliebrown

Reading: You will be reading a variety of published works by men and women of many cultural and economic backgrounds; you are encouraged to engage with the texts to recognize the components of excellent writing. Copies or web addresses of outside texts, including videos or images, will be provided as necessary. There may be quizzes or reading responses required for any or all readings.

Participation: Student participation will play an integral role in this course. You are expected to come to each class having read the material, ready to contribute to discussions and activities. Assignments that fall under participation include:

- *Writing Partners Project* (SLO 4): Throughout the semester, we will be corresponding with a class of 5th graders at Anne Darling Elementary School as part of a writing-with-the-community project.
- *Bad Poetry Slam* (SLO 1,2): You will compete for the honor of writing – and slamming – the worst poem in the class. This assignment is meant to give you an opportunity to play and experiment with the voice, style, and language of your writing.
- *Peer workshops* (SLO 1,2,3): If you do not show up to a peer workshop with a rough draft (a completed draft of an essay that meets the minimum word count), your *final draft* will drop one letter grade. Outlines, incomplete, and/or hand-written essays are unacceptable. **Work-shopped rough-draft essays must be turned in with the completed essay on the due date.** Workshops cannot be made up.
- *Essay Share/Presentation* (SLO 2,4): There will be one formal (but brief) powerpoint presentation accompanying the proposal essay; you will have the chance to informally and voluntarily share your work for the remaining out-of-class essays when they are due.
- *Reading responses, quizzes, and freewriting/journal writing* (SLO 1,2,3): We will do a mixture of these informal writing assignments during each class session as well as for homework. While I encourage you to treat your journal/notebook as a space to freely express yourself, you may

occasionally be asked to share your journal with me and/or your peers. Try to write on issues/experiences that you feel comfortable talking about.

Final Exam: Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment 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 assignment is your culminating experience.

Conferences/Open Door Policy: This course requires at least one formal conference regarding an out-of-class essay. Make an appointment at least forty-eight hours prior to the conference, whether it will occur in my office or through video chat. I encourage you to contact me, online or off, any time you have questions or need some direction in your writing. However, keep in mind that if you email me at 2 AM about an essay that will be due 8 hours later, you probably won't get a response in time.

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.

A+	100 – 97	B+	89 – 87	C+	79 – 77	D+	69 – 67	F	59 – 0
A	96 – 93	B	86 – 83	C	76 – 73	D	66 – 63		
A-	92 – 90	B-	82 – 80	C-	72 – 70	D-	62 – 60		

Grade Breakdown	Weight (%)	Word Count
Participation & Homework	25	
In-class essays	15	2100 (700 x 3; Writing Sample not graded)
Writing Literacy Memoir	15	1200
Analyzing Public Discourse	15	1500
Proposal	20	2000
Reflection (Final)	10	1200

Except for the Writing Sample, all essays will be graded on the Departmental Grading Policy and commented upon. Comments are intended to help you improve your writing, and are a teaching tool. You are expected to read all comments and make changes accordingly. Essays will be graded according to the following criteria:

A= Excellent: The “A” essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The “B” essay is less precise and not as convincing as the “A” paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The “C” essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The “D” essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The “F” essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Classroom Protocol

Late Policy: No late work will be accepted. If you do not attend class on the day of your presentation or any in-class essays, you will earn an “F” on those assignments. *If you know you will miss class for a planned event or emergency, please speak to me and we can work out an alternate due date.*

Electronic Devices: All electronic devices – including cell phones, iPods, laptops, iPads, etc. – must be kept in your bag. They are not allowed on your desk. This policy applies unless stated otherwise.

Extra Help: San Jose State University provides students with free tutoring at the Learning Assistance Resource Center (LARC) and at The Writing Center. These centers will help students at any stage of the writing process, from brainstorming, to reorganizing, to stylistic polishing. Students of all abilities are encouraged to use these services.

- LARC is located under the 10th Street garage in SSC 600. (408) 924-2587
- The Writing Center is located in Clark Hall 126. (408) 924-2308 You can also schedule an appointment at: <http://www.sjsu.edu/writingcenter/tutoring/requestforappointment/index.htm>

University Policies: For University policies on adding and dropping, academic integrity, and plagiarism, refer to the catalog policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

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. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>

Course Schedule

The schedule is subject to change with fair notice.

Due dates for WP letters in second half of semester will be announced.

CW: *Curious Writer*, BR: *Brief Bedford Reader*, EW: *Everyday Writer*

Date	Topic	Homework due
R 8/23	Writing Literacy Memoir & Writing Process	None
T 8/28	Writing Sample	CW Survey (17-19) <i>handwrite or by email</i> Bring a blue book
R 8/30	Voice & Pointing techniques	CW 11-16, 33-5 BR 110-13, bottom 114-5, 229-30 “Clutter” handout

T	9/4	Word Choice and Spelling. Form Peer Workshop groups.	BR 372-4, 516-22 EW Ch 7&8, 214-19
R	9/6	Things from a Hat; Audience, Rhetoric & Writing Partners Project	CW 9-10; EW 88-97 Bring 2 copies of your draft
T	9/11	Peer Workshop: Sayback & What's Almost Said	Give Pointing and Voice feedback to peer essays Letter Draft Due (at least 1 page, typed)
R	9/13	Letter Writing Day	Bring art materials if you have any
T	9/18	Essay Share; Reflect on writing process. Intro Classification.	Essay 1 Due
R	9/20	Classification	BR 340-5, 348-55, 368-70, 225-7
T	9/25	In-Class Essay #1	Bring a blue book
R	9/27	Public Discourse Analysis	CW 174-8, 197, 275-8; EW 113-18 Letter Draft Due (at least 1 page, typed)
T	10/2	Types of Appeals	CW 186-8; EW 128-36, 141-6 Watch Feminist Frequency's "Toy Ads and Learning Gender" on YouTube
R	10/4	Types of Fallacies	EW 118-23 Letter Due
T	10/9	Mid-term Evaluation. Mini- workshop (class pick).	BR 51-9
R	10/11	Peer Workshop: Descriptive Outlines & Skeleton Feedback	Bring 2 copies of your draft
T	10/16	Essay Share. Reflect on writing process. Intro Proposal.	Essay 2 Due
R	10/18	In-Class Essay #2	Listen to "Do Talk to Strangers" http://thisibelieve.org/essay/11875/ & one more Bring a blue book
T	10/23	Topics & Field Research	CW 141-6, 214, 285-90 EW Ch 14 (149-154); 15A, D, (E)
R	10/25	Mini-workshop (class pick)	CW 158-9, 164-6 BR "Argument and Persuasion in a

		Proposal” 479-81
T	10/30	Focus on problem awareness & motivating action
		On Ted Talks, watch either Sir Ken Robinson’s “Bring on the learning revolution!” OR Jamie Oliver’s “Teach every child about food”
R	11/1	Focus on solutions
		On Ted Talks, watch either Luis con Ahn’s “Massive-scale online collaboration” OR Cesar Harada’s “A novel idea for cleaning up oil spills”
T	11/6	Peer Workshop: Believing & Doubting
		Bring 2 copies of your draft
R	11/8	Presentation tips; Discuss Bad Poetry Slam
		EW 3B (18-25) & 4D (32-3) “How Many Words in a 5 Minute Speech” http://www.presentationmagazine.com/how-many-words-in-a-five-minute-speech-3467.htm
T	11/13	Reflect on writing process. Mock TED Talk I.
		Essay 3 Due
R	11/15	Mock TED Talk II
		Work on poems
T	11/20	Bad Poetry Slam
		Bring 3 poems (14, 8 & 5 lines)
R	11/22	Thanksgiving Day – No class
		None!
T	11/27	Reflection Essay. Writing Process Walkthrough.
		Bring every piece of writing you have done this semester & your Writing Process materials
R	11/29	“Why I Write” Poem & Workshop
		Read these poems: http://www.scienceleadership.org/blog/Douglas_Wallace_-_Why_I_write http://www.edutopia.org/blog/why-i-write-gaetan-pappalardo
T	12/4	Peer Workshop
		Bring 2 copies of your essay draft
R	12/6	Guest Speaker. Discuss Culminating Event. SOTEs.
		Prepare your arguments/opinions for the tour
M	12/10	- Last day of instruction -
		Reflection Essay Due @ my office
M	12/17	Culminating Event 9:45am-12pm