

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 47, Fall 2012**

<b>Instructor:</b>	Sarah Prasad
<b>Office Location:</b>	Faculty Offices 212
<b>Telephone:</b>	(408) 924- 4456
<b>Email:</b>	<a href="mailto:sarah.prasad@sjsu.edu">sarah.prasad@sjsu.edu</a>
<b>Office Hours:</b>	Tuesday/Thursday 10-11am and by appointment
<b>Class Days/Time:</b>	Tuesday/Thursday 1:30-2:45pm
<b>Classroom:</b>	CL 111
<b>GE Category:</b>	Written Communication A2

### **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.

**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

**Required Texts/Readings**

**Textbooks**

*Prasad Reader*, available in the Spartan Bookstore

Other readings are on reserve in the library's digital reserves

**Other equipment / material requirements**

One USB flash drive is recommended on which to save your work done in class. Work lost because you fail to back-up your work on a USB will not be accepted late.

**Library Liaison**

**Matoush, Toby**

Reference & Instruction Librarian  
 Reference & Academic Services

Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)  
Phone: (408) 808-2096

## **Classroom Protocol**

**Participation and Active Learning:** Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand instead of, for example, other courses or your phone, and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check D2L and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

**Peer review:** Part of your grade for participation is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, your grade on the final draft will be one full grade lower. A "good faith" draft is typed, **has the full word count**, and shows careful thought and planning even though it may be unfinished.

**Classroom Etiquette:** Please turn off all pagers, phones, and other noise-making devices before entering the classroom. In addition, we must all treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

**Email:** When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

## **Assignments 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.

"A" work will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic constructions at the college level and appropriate to the work's intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, "A" work succeeds in communicating ideas clearly and effectively to the target audience.

"B" work will demonstrate abilities in the same categories as "A" work. The chief difference is that "B" work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and

communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

“C” work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning.

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment.

#### Assignments/Tests/Quizzes:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.
- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren’t.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.

Essays	60%
Homework	10%
Participation	10%
Two midterms	10%
Final Reflective assignment (see below):	10%

#### Final Assignment:

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. This course does not have a final exam.

<b>Essay and Course Grades</b>					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	98-100	B	84-87	C-	70-73
A	94-97	B-	80-83	D+	68-69
A-	90-93	C+	78-79	D	65-67
B+	88-89	C	74-77	F	64-0

## **Student Technology Resources**

Computer labs for student use are available in the 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. 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.

## **Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer

Connections website for more information ([peerconnections.sjsu.edu](http://peerconnections.sjsu.edu)) and be sure to come see us!

## **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 is located at <http://www.sjsu.edu/writingcenter/about/staff/>. Appointments are only made online at the website, one week in advance, and you must bring a printed copy of your paper to the appointment.

**Turnitin.com**—We will be using **turnitin.com** this semester to identify plagiarism and to track word counts.

**First assignment instructions:** Go to turnitin.com and submit your favorite English paper, one that makes you proud.

### **New Users**

- Go to turnitin.com
- Click on “new users click here” on the right hand side of the screen
- Scroll down to “new users start here”
- Click on “create a user profile”
- You will need the Class ID and the enrollment password below:

Class	Class ID	Password
English 1A Section 39	5326388	SJSU
English 1A Section 47	5373782	SJSU

### **Already a turnitin.com user?**

- Log in
- Click on the left hand side of the screen on “enroll in a class”
- Enter the appropriate above information

### **Other questions?**

On the turnitin.com homepage there is a tab at the top of the page “Training” that has many answers to questions. Email me if you still are having trouble.

# English 1A, Spring 2012, Course Schedule

*This schedule is subject to change. Changes will be emailed via mySJSU.*

## Important SJSU dates Fall 2012

August 20 Academic Year Begins – Fall Semester Begins Monday  
August 20-21 Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences  
August 22 ..... First Day of Instruction – Classes Begin  
*September 3 ..... Labor Day - Campus Closed*  
September 4 ..... Last Day to Drop Courses Without an Entry on Student's Permanent Record  
September 11 ..... Last Day to Add Courses & Register Late  
September 19 ..... Enrollment Census Date  
*November 12 ..... Veteran's Day Observed - Campus Closed*  
November 21 ..... Classes that start at 5:00 PM or later will not meet.  
*November 22 ..... Thanksgiving Holiday - Campus Closed*  
*November 23 ..... Rescheduled Holiday - Campus Closed*  
December 10 ..... Last Day of Instruction - Last Day of Classes  
December 11 ..... Study/Conference Day (no classes or exams)  
December 12-14 ..... Final Examinations  
December 17-18 ..... Final Examinations  
December 19 ..... Final Examinations Make-Up Day  
December 20 ..... Grade Evaluation Day  
December 21 ..... Grades Due From Faculty - End of Fall Semester

SLO	Assignment	Percentage	Word count	Peer Review	Due Date
2,3,4	Diagnostic What is money to you?	5%	600	-----	8/28
1,2,3	Essay 1 In general, what is money?	5%	850	9/6	9/11
2,3,4	Midterm 1	5%	600	-----	9/25
1,2,3	Essay 2 What is being said about poverty?	5%	850	9/20	9/27
1,2,3	Essay 3 How do you intend to make money?	10%	1000	10/16	10/18
2,3,4	Midterm 2	10%	600	-----	10/30
1,2,3	Essay 4 What is the effect of having a lot of money?	10%	1000	11/1	11/6
1,2,3	Essay 5 Revision Essay (Revise Essay 2 or 3)	20%	1500	11/13 and 11/27	11/29
1,2,3	Reflection	10%	1000	12/4	12/6
Week	Date and Topics, Readings, Assignments, Deadlines	Date and Topics, Readings, Assignments, Deadlines			
1		8/23 First day of classes Introductions Prep for Diagnostic			

		HW read syllabus HW Post a favorite paper on Turnitin.com
2	8/28 <b>In-class writing diagnostic</b> HW Readings posted on D2L	8/30 Begin Essay 1 Thesis Statements HW Readings posted on D2L
3	9/4 Reading Reflection Discuss readings More Thesis Statements Getting organized HW D2L "Starting the Reflection Assignment"	9/6 Prep for Peer Review Essay 1 Peer Review
4	9/11 <b>Essay 1 DUE</b> Writing Reflection Begin Essay 2 HW Readings posted on D2L	9/13 PIE paragraphs Starting Essay 2 organization HW Readings posted on D2L
5	9/18 Discussion of readings Classification Prep for midterm HW Readings posted on D2L	9/20 Peer Review Essay 2
6	9/25 <b>Midterm 1</b>	9/27 <b>Essay 2 DUE</b> Start Essay 3 HW Start research
7	10/2 Researching in the Databases Creating MLA Works Cited Page HW Finding 2 more articles, one from databases and one from another credible source, OR two from databases. Start or continue your Works Cited Page and post on D2L	10/4 Discussion of Essay 3 Starting Essay 3 organization
8	10/9 Quote Sandwiches In-text Citations	10/11 Concession More grammar
9	10/16 Peer Review Essay 3 Intro and conclusion	10/18 <b>Essay 3 DUE</b> Causes and effects HW Readings posted on D2L
10	10/23 Start Essays 4 and 5 Concession Getting the E in the PIE Paragraph HW Readings posted on D2L	10/25 Citations Discuss readings Prep for Midterm 2
11	10/30 <b>Midterm 2</b>	11/1 Peer Review Essay 4
12	11/6 <b>Essay 4 DUE</b> Workshop Start revision	11/8 More about the craft of revision

13	11/13 FIRST Peer review for Essay 5 using the checklist	11/15 More work on the revision
14	11/20 Starting the Reflection assignment	11/22 <b>Thanksgiving Holiday</b>
15	11/27 SECOND Peer review for Essay 5	11/29 <b>Essay 5 DUE</b>
16	12/4 Reflection Peer Review	12/6 Last Day: Final Reflection Due