

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 73, Fall 2012**

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**Office Hours:** TR 11:45 am-1:15 pm  
**Class Days/Time:** Section ENGL 1A-73, F 10:30-1:15 pm  
**Classroom:** Sweeney Hall 229  
**GE Category:** 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.

**Section Description:** The class is the first course in the two-semester lower-division composition sequence and provides students intensive practice in developing college-level reading abilities and rhetorical sophistication in different writing styles. Through reading and writing about socially engaging issues such as poverty, gay marriage, racial injustice, education, and environmental crises, the course seeks to provide a supportive context for students to grow as writers by discovering their "personal voice" on the one hand and to communicate their understanding and opinions to the readers using the more formal attitudes and demands of academic writing on the other.

### **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**

- Warner & Hilliard, *Visions Across the Americas*, 7<sup>th</sup> Ed. (ISBN # 978-1-4282-6377-2)
- Hacker, Diana, *Rules for Writers*, 6<sup>th</sup> Ed. (ISBN # 978-0-312-47278-8) [RW]
- Little Princes by Conor Grennan (**ISBN-10: 0061930067**)
- A college-level dictionary
- A notebook to write responses for each assigned reading
- 4-8 large bluebooks for in-class essays

## **Classroom Protocol**

### ***Class Participation***

1. **All reading must be completed by the beginning of each class period.** Please come prepared with questions and ideas on the reading assignments for each class.
2. Homework will be assigned each day in the form of readings, written responses to the readings, or grammar exercises. These are intended to give you extensive practice in writing.
3. Reading responses encourage you to engage actively with the text and to reinforce the symbiotic connection between reading and writing, and therefore, must be completed for each class meeting.
4. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade.
5. **Late papers will not be accepted. No faxed or e-mailed papers will be accepted in lieu of hard copies.** Please hand in your assignments in class on the dates that they are due.
6. Homework assignments and quizzes cannot be made up.
7. In-class essays may be made up with an authentic medical excuse.
8. **Use of laptops, cell phones, and portable musical devices is strictly prohibited during class. Infractions will result in severe penalties.**
9. Please do not bring food to class. Covered drinks are acceptable.

### ***Attendance***

Since discussion and participation is an important component of this course, students should attend class regularly. All in-class writing and contribution towards discussion will count towards your participation grade. Absences and/or tardiness may, therefore, affect your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered. To this purpose, please obtain names and e-mail addresses/phone numbers of at least three of your classmates.

### ***Student Conferences***

Students are required to meet with the instructor for an individual conference at least once during the semester to discuss their writings and progress in the course. These conferences will be scheduled ahead of time. You are expected to see me often during the semester—not just when I mandate student conferences.

## **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.

**Reading:** English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class, and each reading will be accompanied by some form of writing. Most of the assigned essays will be based on these readings as well. It is therefore imperative that you complete each reading before class and bring your textbook and reading responses to every class meeting.

**Quizzes:** There will be quizzes and in-class writings to check for your understanding of the readings. **These must be taken in class and cannot be made up.**

**Reading Responses:** Reading responses will be collected periodically throughout the semester. These responses will be journal entries (half to one page) in which you record analysis, thoughts, opinions, questions, and personal reactions to the texts. These should **not** be summaries but demonstrate some interaction with the reading. Each entry should be dated and brought to class every meeting. **Reading responses will not be accepted late.**

**Workshops:** Peer collaboration is an important component of the writing process and group workshops will be held periodically. **Missed workshops cannot be made-up.**

**Reports:** Each student will be required to submit one written, researched report on an author on the day he/she is being discussed in class. These will include five-minute presentations on writers of assigned selections. Students will also be expected to generate class discussion based on the reports/readings. **Missed reports cannot be made up.**

Opportunities for extra credit will be announced at various times during the semester.

**Essays:** There are 8 required essays—four in-class, four out-of-class—and **you must complete all 8 essays in order to pass the course.** The first diagnostic essay is not counted in your course grade. Expect to produce a *minimum* of 8,000 words during the semester. This is a writing course; expect to write every week!

- **Formal Out-of-class essays:** These must be 4-5 pages long (at least 1200 words, aim for 1200-1500 words), typed, double-spaced, spelling and grammar checked. **No late formal essays will be accepted.**
- **In-class essays:** These must be 800-1000 words long and written in a blue book, available for purchase in the Spartan Bookstore or Robert's. Students may use a dictionary and a blue or black pen. Don't miss class on these days. **In-class essays cannot be made up unless you get prior permission from me, which I will give only in cases of emergency.**
- **Portfolio essay: You will turn in a revision of one of your essays with the original draft.**

**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>Grading:</b>	Three Formal Essays (SLO 1,2,3,4)	45%
	Three In-class Essays (SLO 1,2,3,4)	15%
	Diagnostic ( Not Weighted)	
	Reports, workshops, class participation (SLO 1,3,4)	15%

Quizzes	10%
Portfolio Essay	5%
Reflective Essay (1000-1200 words) (SLO 1,2,3,4)	10%

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance (no extra credit offered) and will adhere to the following SJSU academic standards of assessment:

- The "A" essay 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 complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.
- The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
- The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

## 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.

## 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/>.

*“To be a writer is to sit down at one's desk in the chill portion of every day, and to write; not waiting for the little jet of the blue flame of genius to start from the breastbone – just plain going at it, in pain and delight. To be a writer is to throw away a great deal, not to be satisfied, to type again, and then again, and once more, and over and over...”*  
*- John Hersey*

## English 1A, Fall 2012, Course Schedule

All readings are assigned from *Visions Across the Americas*. All readings, assignments, essays, etc. are **DUE ON THE DAY LISTED**. Please bring the textbook and *Rules for Writers* to class everyday. Remember to bring blue books and ink pens for all in-class essays.

Week	Date	Topics, Readings, Assignments, Deadlines
1	F Aug 24	Introduction, Syllabus review, Course overview.
2	F Aug 31	<b>Essay #1: In-class Diagnostic</b> –1000 words (SLO 1,2,3,4) <b>Bring blue book.</b> Communicating is Language at Work (pp. 1 – 35), Mora (pp. 36-39), Tan (pp. 46-52) <i>Narration</i> (pp. 53-55), Walker (pp. 65-71), Ngan (pp. 72-78), Villanueva (pp. 79-86) Assign Essay #2
3	F Sept 7	TBD. Work on Essay #2
4	F Sept 14	<i>Description</i> (pp. 98-101), Hughes (pp. 101-106), Angelou (pp. 106-111), Barrett (pp. 112-121), Steinbeck (pp. 136-148) In-class group writing (SLO 1,4)
5	F Sept 21	<b><u>Due: Essay #2: Formal – Narration</u></b> – 1200 words (SLO 1,2,3,4) <i>Illustration and Example</i> (pp. 150-153), Giovanni (pp. 159-164), Chiu (pp. 164-168) Ericsson (pp.180-188), Leong (pp. 175-190) Grammar exercises (SLO 3)
6	F Sept 28	<b>Essay #3: In-class – Description/Illustration</b> – 800 words (SLO 1,2,3,4). <b>Bring blue book.</b> <i>Definition</i> (pp. 190-193), Parker (pp. 194-200), Asimov (pp. 200-204), Rodriguez (pp. 207-213), Bannerjee (pp. 214-220)
7	F Oct 5	<i>Process Analysis</i> (pp. 228-230), Malcolm X (pp. 248-252), Ng (pp. 258-265), In-class group writing workshop (SLO 1,4) Midterm Conferences
8	F Oct 12	Midterm conferences Assign Essay #4- Comparison and Contrast
9	F Oct 19	<i>Comparison and Contrast</i> (pp. 267-272), Ehrenreich (pp. 273-277), Lam (pp. 277-281), Britt (pp. 287-292) <b><u>Due: Draft of Essay #4.</u></b> Peer editing workshop on essay #4 (SLO 1,2,3,4). Midterm conferences (continued)
10	F Oct 26	<b><u>Due: Essay #4: Formal – Comparison and Contrast</u></b> – 1200

Week	Date	Topics, Readings, Assignments, Deadlines
		words (SLO 1,2,3,4) <i>Division &amp; Classification</i> (pp. 308-309), King, Jr. (pp. 310-314), Davis (pp. 320-324), Shulman (pp. 325-329), Swanson (pp. 330-344)
11	F Nov 2	<b>Due. Draft of Reflective Essay. In class peer review workshop.</b> <i>Cause and Effect</i> (pp. 352-354), McGuire (pp. 355-359), Ray (pp. 359-364), Higashi (374-378), Toufexis (pp. 378-385)
12	F Nov 9	<b>Essay #5: In-class essay - Cause and Effect – 1000 words (SLO 1,2,3,4)</b> <i>Argumentation</i> (pp. 436-442), Fissel (pp. 476-483), Baraka (pp. 452-456) Laycock (pp. 461-470) Assign Essay #6
13	F Nov 16	<b>Due: Draft of Essay #6.</b> In class peer review workshop. (SLO 1,2,3,4) <i>Persuasion</i> (pp. 486-489), Barry (pp. 499-504), McGinley (pp. 494-498), Vidal (pp. 489-493), Henderson (pp. 514-523) <b>Essay # 7- Portfolio Essay</b>
14	F Nov 23	Thanksgiving Break – No class
15	F Nov 30	<b>Due: Essay #6: Formal – Argument – 1200 words (SLO 1,2,3,4)</b> Little Princes- Discussion
16	F Dec 7	<b>Due: Reflective Essay #8 (1000-1200 words) (SLO 1,2,3,4)</b> <i>Little Princes contd.</i>

### Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty