

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 75, Fall 2012

Instructor:	Balance Chow
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Office Hours:	M/W 1:30 – 2:45 PM & by Appointment
Class Days/Time:	Mondays 4:30 – 7:15 PM
Classroom:	BBC 123
Prerequisites:	Placement by the English Proficiency Test (EPT), Or passage of an approved substitute course for the EPT
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. *Students will write a total of approximately 8000 words in multiple assignments, including six formal essays and other written responses.*

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

1. Kirszner, Laurie G. *Patterns for College Writing: A Rhetorical Reader and Guide*, Twelfth Edition. ISBN-13: 9780312676841 (Available from CourseSmart.com as e-textbook)
2. Orwell, George. *Nineteen Eighty-Four*. Any edition. Ebook available @ <http://ebooks.adelaide.edu.au/o/orwell/george/o79n/>
3. Purdue OWL (Online Writing Lab). Available @ <http://owl.english.purdue.edu/exercises/2/>
4. Capital Community College Foundation, *Guide to Grammar and Writing*. Available @ <http://grammar.ccc.commnet.edu/grammar/index.htm>

Other Readings / Resources / References

1. Learning English Online. Available @ <http://www.englisch-hilfen.de/en/>
2. British Council, Grammar Exercises. Available @ <http://learnenglish.britishcouncil.org/en/grammar-exercises/>
3. Reference Desk. Available @ <http://refdesk.com/>

Other equipment / material requirements

1. Blue pens AND black pens; simple two-pocket folders (about 10). A laptop/tablet computer, with MicroSoft Word (or equivalent) & e-reader applications.
2. Access to the internet.
3. A collegiate dictionary, e.g., *The American Heritage Dictionary of the English Language*.
Note: Online or electronic dictionaries may be used for assignments but not for the exam!

Classroom Protocol

1. Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be considered in my evaluation of your participation.
2. The use of cell phones is prohibited without instructor's consent.
3. The use of laptops for purposes inconsistent with class activities is prohibited.
4. Ingestion of food inside the classroom is prohibited.

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.

Course Grading Guidelines**

Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

PERFORMANCE (Participation, Class Work, Quizzes)	= 100 points
Reading Project (4 reading responses X 25 points each)	= 100 points
3 in-class essays, with major revisions (3 X 100 points)	= 300 points
3 take-home essays (3 X 100 points)	= 300 points
University Essay Final Exam	= 200 points
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TOTAL	= 1000 points

* For numerical score and grade equivalents see the following tables:

Table One: Essays

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 - 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 0 for essays.

Table Two: Course Grade

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999

B- = 800 – 833; B = 834 – 866; B+ = 867 - 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 669

F = 559 or below.

** Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance:

A=Excellent;

B=Above Average;

C=Average;

D=Below Average;

F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, in English Department courses, “instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.”

Departmental Policy on Grading Written Assignments

“In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of 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 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 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.

Class Policy on Late Assignments and Incompletes

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Essay assignments and research papers must be printed to receive credit.
3. Incomplete course work will result in actual grade earned based on points accumulated; an "I" course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

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.

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/>.

English 1A-75, Fall 2012 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/27	Introduction to the course; Diagnostic Test [SLO3] Using online resources (OWL & Guide to Grammar and Writing, etc.) for this class; Grammar Exercises websites [SLO 4] Reading Project (Quiz/Report/Response – George Orwell’s <i>1984</i>)
2	9/3 Labor Day No Class	Start reading <i>1984</i> Book 1, Chaps. 1-4; Read about 4 chapters each week thereafter; First reading responses to 1984 due 9/10
3	9/10	[SLO2, 4] Discuss students’ reading responses to 1984 [SLO1] Discuss Chapters 1 (Becoming a Critical Reader) & 2 (Invention), <i>Patterns</i> , pp. 1-50 [SLO1, 2] Essay #1 (in-class) due 9/10--Topic TBA
4	9/17	[SLO1, 2] Discuss Chapters 3 (Arrangement), 4 (Drafting), & 5 (Editing), <i>Patterns</i> , pp. 51-94 [SLO2, 3] Edit/Revise essay #1; Grammar Review
5	9/24	[SLO1, 2] Discuss Chapters 6 (Narration) & 7 (Description), <i>Patterns</i> , pp. 97-210 [SLO 1,2,4] Essay #2 (in-class), with emphasis on Narration + Description, due 9/24
6	10/1	[SLO3] Edit / Revise essay #2; Grammar Review [SLO2, 4] Second reading response to 1984 due; discuss responses
7	10/8	[SLO1,2] Discuss Chapter 8 (Exemplification), <i>Patterns</i> , pp. 211-262 [SLO 1,2,4] Essay #3 (take-home), with emphasis on Exemplification, due 10/15
8	10/15	[SLO2,3] Essay #3 due. Peer review. Revision + editing. [SLO1,2] Discuss Chapters 9 (Process) & 10 (Cause & Effect), <i>Patterns</i> , pp. 263-370
9	10/22	[SLO 1, 2, 4] Essay #4 (in-class), with emphasis on Process / Cause+Effect, due 10/22 [SLO3] Grammar review

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/29	[SLO 2, 3, 4] Review essay #4 revision + editing; [SLO2, 4] Third reading response to 1984 due; discuss responses [SLO1, 2] Discuss Chapter 11 (Comparison & Contrast), <i>Patterns</i> , pp. 371-434 [SLO 1, 4] Research for Comparison+Contrast essay in preparation for essay #5
11	11/5	[SLO 2, 4, 3] Essay #5 (Comparison + Contrast) draft due 11/5; review draft and plan to write new version, due 11/12
12	11/12	[SLO 3] Essay #5, revised version due 11/12; grammar review [SLO1, 2] Discuss Chapters 12 (Classification / Division) & 13 (Definition), <i>Patterns</i> , 435-524; Essay #6 (take-home) with emphasis on classification/division/definition DUE 11/19
13	11/19	[SLO 1, 2, 3, 4] Essay #6 due 11/19; review / revise / edit [SLO1,2,4] Discuss Chapters 14 (Argumentation) & 15 (Combing the Patterns), <i>Patters</i> , 525-702
14	11/26	[SLO2,4] Fourth reading responses to 1984 due; discuss responses [SLO1,2,4] Revision of selected essays with emphasis on adding rhetorical patterns
15	12/3	[SLO 1,2,4] Preparing for the final exam; Mock Exam [SLO 1,2,3,4] Portfolio for the course
16	12/8 (Sat.)	Final Exam 10:00 – 12:00
17	12/10	Writing Portfolio Due 12/10 Conclusion to the course

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.