

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 77, Fall, 2012

Instructor:	Allison Winston
Office Location:	Faculty Office Building, Room 107
Office phone:	(408) 924-4419 – Email is better
Email:	allison.winston@sjsu.edu
Office Hours:	MW 11:30-12:30
Class Days/Time:	MW 10:30-11:15
Classroom:	SH229
Prerequisites:	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT
GE/SJSU Studies Category:	Written Communication A2

Required Texts

The Norton Field Guide to Writing with Readings. Bullock and Daly
2nd edition, 2009. ISBN: 9780393933819

Please note: Textbook will be available by Fri. 8/24 at Robert's Bookstore, 330 S. 10th Street, San Jose, CA 95112 (408) 286-0930; it may or may not be available at the Spartan Bookstore during the first week of school.

Other Required Readings

Additional readings and handouts will be provided in class and posted to Desire2Learn <https://sjsu.desire2learn.com>. All reading, assignments, quizzes, homework, and schedule updates will be posted here as well. Students must stay current with current schedule and any changes therein.

Required Materials

- Notebook and writing implements
- Portfolio folder
- Regular access to internet and Desire2Learn website
- Regular access to computer and printer

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.

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 policies available online:
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Course Content

Participation: This class will be student and discussion-centered, not lecture-centered. This means that your success in this course is largely dependent on your own participation in our regular class meetings. Our seminar-style learning environment will give you the unique opportunity to participate in your own education in ways that you may not have done before. However, with this power also comes great responsibility—you must do your reading, you must take notes, you must be prepared to share your ideas when you come to class. You will be expected to participate actively in peer workshops, class activities, and group work. You will not be able to succeed in this class if you remain silent and passive. Instead, like the world outside of this classroom, success within this classroom is dependent upon your being proactive, engaged, and invested—in improving yourself, further developing your mind, and your understanding of the world around you. Because student engagement is integral to learning at the personal and group levels, regular participation is required and will count toward 10% of the course grade. Unless otherwise indicated, each class session will be worth 5 participation points. Participation points cannot be made up except in the event of extenuating circumstances.

Unless otherwise stated, your 5 daily participation points will be based on the following day-to-day conduct:

- Regular class attendance (more than two absences will result in the loss of daily participation points and may be grounds for me dropping you from the course).
- Attending class on time.
- Coming to class prepared to discuss the homework or reading.
- Bringing the required materials to class (books, etc.).
- Asking questions, making observations, and regularly participating in whole class discussions.
- Participating in pair activities and small group work.
- Professional behavior during class time (i.e., respecting the ideas of others; conducting oneself in a professional and courteous manner; refraining from misusing laptops; refraining from cell phone use, etc.)

Writing workshops: Peer workshops are opportunities to receive feedback on your writing from your peers and teacher. Constructive feedback will help you see where your writing has been effective and where it can be revised to become more powerful. This feedback will aid you during the revision process and help you get a higher grade on the final version of the assignment. In addition to receiving feedback on your writing, learning to critique the essays of your peers helps you become a better writer and thinker, and is one of the best ways to help you learn to revise your own work. **Participation in all workshops as a reader and a writer is mandatory.** Participation is graded on a scale

of 0-5 and includes posting on time, coming to workshops prepared to discuss the work of your peers, and having openness and a positive attitude when your own work is being workshopped (further details about grading will be provided). If you have not submitted a complete draft of your essay to be workshopped by the deadline, then you may receive a zero for that workshop and your final essay grade on that assignment will be lowered by 10%.

Writing: In English 1A, you will focus on practicing all phases of the writing process including prewriting, organizing, writing, revising, and editing. You will also read and write within different genres of writing, including letters, reports, proposals, arguments, textual analyses, memoirs, and short stories. In addition to shorter and informal assignments, you will write four formal essays. **All formal assignments are due at the time designated and must follow the style guidelines on the Style Sheet posted on the course website.** Any assignments submitted after the deadline will receive a 10% grade deduction for every day it is late, until it has been received. **In order to pass the course, you must write all formal essays, submit all revisions, and keep and submit a Portfolio of your work at the end of the term. Failure to turn in any formal assignment will result in an automatic F in the course.**

Final Portfolio Assignment: In this class, we will stress writing as a process that improves with time, effort, and substantial revision. Instead of a final exam, you will write a critical reflection at the end of the term. This reflection might be thought of as a scientific study of your progress as a writer over the course. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment--which will require you to submit a 1,000-1,200 word reflection essay, along with your portfolio-- 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. **The portfolio will be submitted instead of a final exam.** More instructions on the portfolio will follow.

Reading: English 1A includes extensive and intensive reading. The reading you do in this course provides useful models of writing for academic, general, and specific audiences. It also provides various styles, rhetorical strategies, topics, and positions for us to analyze and use as a springboard in our own writing. We will have regular reading quizzes to ensure that you've completed the reading homework. Because our class activities often depend on your having done the reading homework, neglecting to do so will affect your in-class performance as well as your ability to participate in that day's activities, thus affecting your overall participation grade.

Homework, quizzes, reading responses, and in-class writing: You will have something due, something to read, or a quiz at almost every class meeting. These assignments are designed to benefit you and help you solidify your knowledge. Announced and unannounced quizzes on the assigned reading material will be held at the beginning of many class meetings. Quizzes may also contain cumulative information presented in the course to date. Do not be late as additional time will not be given for

individuals who are tardy. You will also have short (one page) homework responses to the readings, freewrites, and in-class writing. **Failure to submit homework, reading response, or in-class writing by the assigned deadline or collection time will result in a zero (0) on the assignment. In other words, no informal assignments (quizzes, responses, homework, in-class writing, etc.) will be accepted late for any reason.**

Classroom Protocol

Course calendar: Only major assignments are listed on the Major Assignment Schedule attached to this syllabus. Additional assignments, including reading, homework, class work, and the like, will be announced and assigned during class and posted to the course website on a weekly basis. It is your responsibility to check the course website for day-to-day assignments and readings.

Email Etiquette: I encourage you to email me if you have difficulties or brief questions, but more involved questions should be saved for in-person meetings or office hours. I will check my email once per day, Monday-Friday, and will respond to all emails within 48 hours on weekdays.

Attendance: Attendance is required. If you miss a class you are responsible for finding out what you missed by checking with a colleague and checking on the course website. You will be allowed two absences without penalty. After that, you will lose one letter grade of participation points for each day that is missed. Excessive tardiness will also result in the loss of participation points.

Laptop & cell phone use: Please be conscientious about laptop/internet and cell phone use. Laptops should **only** be used during class for note-taking and class-related work—no browsing, facebook, chatting, etc. If I feel that you are misusing your laptop I will ask you to discontinue use during class time. If the problem persists, I may ask you to leave class and surrender credit for the day and/or I will ban laptops from our classroom altogether. The same goes for cell phones. If you are caught texting during class you will be asked to leave. It is disrespectful. Instead, pay attention, make eye contact with me and with your colleagues, acknowledge what your peers are saying, and remain engaged.

Grading: All assignments will be graded on a points-to-percentage system. All letter grades are converted to a numerical equivalent based on a 100 point system. **No extra credit will be offered in this course.**

98-100% = A+

94-97 = A

90-93 = A-

88-89 = B+

84-87 = B

80-83 = B-

78-79 = C+

74-77 = C
70-73 = C-
68-69 = D+
64-67 = D
60-63 = D-
0-59 = F

Grading breakdown

Participation	10%
Peer workshops	10%
Assignments & Quizzes (i.e, homework, reading responses, class work etc.)	20%
Essays	
Essay 1	10%
Essay 2	20%
Essay 3	20%
Essay 4 (4-page reflection essay submitted in final portfolio)	10%

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](#), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise

specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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. Computers are also available in the Martin Luther King Library.

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/>.