

San José State University
ENGL or LLD 100A –Writing Competency Through Genres
Course Greensheet –Fall 2013¹

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Office Hours: Wednesdays 8:30-10 a.m. (except during student conference weeks—see schedule)

Section 3 (43640) meets **M/W 10:30 a.m. to 11:45 a.m. in Room Sweeney Hall 413**

Section 5 (43642) meets **M/W from 12:00 p.m.-1:15 p.m. in Sweeney Hall 413**

Prerequisites: Passed ENGL 1B or equivalent; taken WST **at least once** without passing.

DEPARTMENT COURSE DESCRIPTION Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

INSTRUCTOR DESCRIPTION This is an intensive, 12-week (think of this as a UC or quarter-system paced) writing course and **should not be taken during a semester when students are carrying heavy unit loads or when employment will interfere with homework**. The course curriculum is a research-based model designed to teach writing at an accelerated pace to students who need more practice and straightforward information about writing in order to develop college-level writing skills. My sections have a very high pass rate because I am very clear with students about the demands of this course up front. Those who are willing to work (very) hard and appreciate the opportunity to improve their writing through writing and feedback loops (revision) and have the motivation to use the grammar handbook to learn how to correct and recognize their own mistakes will succeed. Those who treat this course like just another English class or who do not believe in the importance of working hard on improving their own writing, usually do not pass this course.

COURSE GOALS ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 8000 words, including a (1) rhetorical analysis, a (2) report about writing in your chosen discipline, and a (3) critical reflective essay on a book length work of non-fiction.

STUDENT LEARNING OBJECTIVES (SLOs)

By the end of the course, students will be able to:

- a. Use correct and situationally appropriate sentence structure and grammar;
- b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
- c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
- d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
- e. Critically read, interpret, and synthesize multiple texts;
- f. Write well organized, well developed essays with a clear thesis;
- g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
- h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

¹ This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

REQUIRED TEXTBOOKS AND MATERIALS

- **Instructor-made packet** (Reader) available at: *100a Reader* (http://www.magcloud.com/browse/issue/607662?_r=148712)
- Rose, Mike. (1989). *Lives on the Boundary*. ISBN 978-0-14-303546-6
- Commonsense Guide to Grammar (in bookstore) ISBN: 978-0312590536 (sixth edition)
- A college-level English dictionary
- Internet access for online components: Turnitin.com/Canvas/Criterion
- Motivation and the desire to succeed

TUTORING AND OTHER RESOURCES

- Writing Center: 1st floor, Clark Hall, <http://www.sjsu.edu/writing> center
- Peer Connections locations:
 - 1st floor, Clark Hall
 - Student Services Center 600
 - Living Learning Center, Campus B village, 1st Floor
- Students **ARE REQUIRED** to use these tutoring resources that are provided *free of charge* to all SJSU students. The instructor is not responsible for one-on-one sentence-level assistance—it is the job of the student to utilize the ample resources on campus that provide this service.
Note: Neither the instructor nor the tutors will provide editing services. Students must learn to take ownership of their writing and learn to correct their own mistakes with the help and guidance of tutors, course materials and instructor. *Now is the time to tackle this challenge.*
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

Online Resources:

1. Go to the Canvas URL Log In: <http://sjsu.instructure.com>
 2. You will see a log in page. Log in with your 9-digit SJSU ID and password you use for
 3. your SJSUOne account. (NOTE: You must update your password each semester)
 4. Click LOGIN to access your Canvas account.
- **Turnitin.com:** We will be using Turnitin.com for the three main writing assignments. The turnitin.com link and directions are embedded in Canvas.
 - **Criterion:** Students are advised to utilize this service for all three papers. Instructions will be discussed in class. The Criterion link is also embedded into Canvas.

CLASS RULES, HOMEWORK AND PARTICIPATION

In order to pass this class, you must plan on attending every class session. You must also reserve time to complete the assigned reading and writing DAILY.

This class is not a lecture course. The majority of class time will actively involve students with the course material. Individual activities, partner projects and/or group discussion and problem-solving sessions will result in participation points. Students must actively participate in classroom activities in order to earn points. In other words, **just showing up to class will earn a student zero points.** Active participation in classroom activities will earn a student full-credit for participation points. Participation points may also include activities such as in-class reading and writing assignments, discussion, quizzes, and presentations. **Participation points cannot be made up.** Please be aware that all

absences equal zero participation points for that day and these lost points add up very quickly.

HOMEWORK: ALL STUDENTS WILL COMPLETE A SERIES OF LEARNING LOG ASSIGNMENTS. LEARNING LOGS PROVIDE AN OPPORTUNITY FOR STUDENTS TO LEARN ACTIVELY THROUGH REVISION, PERSONAL REFLECTION, AND EXERCISES TARGETING ERRORS SPECIFIC TO THEIR OWN WRITING.

Please note: Students should accumulate up to 25 points through participation and homework (Learning Logs) by the 12th week of the semester. These points are vitally important to obtaining enough points to move onto the Final Portfolio. For example, even a student who received an “A” on all three formal papers, would only earn 65 points by the 12th week without any participation/homework points. Students **must have a of minimum points (70) to be approved for moving onto the Portfolio Project** by the 14th week (see grading policy below). All students who do not have 70 points by the 14th week will not be invited to complete the Portfolio Project and will receive an “F” in the course. Please also carefully read about the petition process below to better understand why classroom attendance, attitude, effort and completing assignments on time is vitally important to your success in this course.

Regarding Cell Phones...

Theater Policy: Although we may occasionally use digital devices in class, because this is an accelerated class that requires participation in active learning, the instructor subscribes to the standard theater policy: **All digital devices must be turned off for the duration of the class period.** If a student continues to have difficulty with this mandatory course requirement, the instructor will ask the student to place the device at the front podium for the duration of class.

Respect

Learning occurs most productively in a safe, respectful environment. Students are expected to respect other people's opinions even if they don't agree with them. Differences of viewpoints, orientation, and experience are expected and welcomed in class discussions. That said, students are not expected to silently tolerate inappropriate behavior. **If at any time you don't feel safe or respected, please talk to me before or after class or e-mail me at any time.**

GRADING POLICY AND ASSIGNMENTS

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14th week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will not be calculated as part of the final grade.

They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. ***Your final grade will be based on the scores given to your portfolio and final exam by two readers.*** The portfolio is worth 70% and the final exam is worth 30% of the final grade. (see grading rubric and grading scale included in this greensheet). To receive a C or higher for course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor **may choose** to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good standing in the course and have **excellent, consistent participation** in all classroom activities. Students who fail the portfolio may, **only upon the recommendation of the instructor**, have one more opportunity to revise during finals week.

Please list questions you have about any of the above policy or procedures below the line. If you understand the policies and procedures of the class, please sign on the line:

DESCRIPTION OF ASSIGNMENTS

Assignment	Description	Word count	Assessment
Rhetorical Analysis	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.	1750	Maximum 20 points
Discipline Investigation	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).	1750	Maximum 20 points
Reading	The Midterm on <i>Lives on the Boundary</i>	In-class	5 points
Critical Reading Reflection	Throughout the semester, you complete a full length work of non-fiction (<i>Lives on the Boundary</i>) and complete an in-class midterm exam. At the end of the semester, you will draw on your annotations and reflections to write the Critical Reading Reflection.	2000	Maximum 25 points
Cover Letter	This one-two paragraph letter introduces your portfolio to the faculty committee and explains which of the three above assignments is your best work and why.	200-300	Required
Homework, quizzes, journals & participation	Six Learning Logs, three Peer Reviews (one online) 10 in-class writing activities (no makeups)	1500	Maximum 30 points
	<i>By the end of the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.</i>		Maximum 100 points; minimum 70 points
Final Portfolio	The portfolio must include the following: <ul style="list-style-type: none"> • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the cover letter – 500 words • A final, clean copy of three main assignments comprised of at least 5500 words of revised, polished writing (see above); • First and intermediate draft of each of the three main writing assignments which show instructor's comments and a rubric marked by the instructor; • Two in-class, handwritten journals; • The assignment sheets for all assignments; 	6000 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
Final Exam	An in-class, timed essay, common across all sections of 100A.	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

GRADING RUBRIC to be used in evaluating both the portfolio assignments and the final exam.

THE WRITING:

4	<ul style="list-style-type: none"> • meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions. • is well-organized and thoroughly developed. • shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc. • intelligently addresses the assignment.
3	<ul style="list-style-type: none"> • meets most of the rhetorical expectations of the assignment, including purpose, format, etc. • is somewhat organized but may require more development. • contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader's understanding. • may address some parts of the assignment better than others.
2	<ul style="list-style-type: none"> • meets few rhetorical expectations of the assignment. • shows weak development and cohesion and/or inappropriate rhetorical choices. • shows an accumulation of grammar and syntactical errors that interfere with readers' understanding. • omits or misunderstands major parts of the assignment.
1	<ul style="list-style-type: none"> • fails to meet the rhetorical expectations of assignment. • fails to organize and develop ideas. • contains grammar and syntactical errors that seriously interfere with readers' understanding. • fails to address the assignment.

Guide to the four categories

- Rhetorical expectations, including purpose, format, tone, etc.
- Development and organization
- Grammar and syntax
- Addressing the assignment or topic

Letter grade to percentage scale

A+ 98-100



A 94-97

A- 90-93

B+ 86-89

B 82-85

B- 78-81

C+ 73-77

C 70-73

Serves as alternative satisfaction of the WST

C-	66-69	Does not serve as alternative satisfaction of the WST
D+	62-65	Not eligible for portfolio and final exam
D	58-61	
F	54 or lower	

FALL 2013 SCHEDULE (MAY BE REVISED AT ANY TIME BY INSTRUCTOR)
BLUE=ONLINE ASSIGNMENT

Week	Monday	Wednesday
Week 1 First Day 8/21		• Introduction to Course HW: Preface and Chapter One LOB Canvas
Week 2 8/26 – 8/28	<u>Diagnostic essay in-class</u> HW– bring possible documents for analysis for the RA; begin looking for a person to interview for the Discipline Investigation assignment HW: Canvas - RA 1 due, Bring copy to class Bring LOB and Reader to all class meetings	Diagnostic Feedback Returned Bring Commonsense Guide to Grammar Patterns of Error Identified HW: Canvas - Review LL direction and guide HW: Reader p. 1-7, Rhetoric glog – reader p. 7 HW: Read Chapter Three and Four LOB
Week 3 9/2 - 9/4	HOLIDAY	Jigsaw Assignments (BRING READER!) Learning Log 1-3 Due Online 9/6 (45 sentences) In-class writing (1) TEA HW: Read Chapter Five LOB HW: Canvas - Read Employer’s Perspectives HW: Canvas – Everyday writing discussion due HW: Reader p. 8-10 Make Writing Center Appointment
Week 4 9/9 – 9/11	In-class writing (2) Quote Sandwich HW: Assignment p. 8 in reader due, Bring copy to class	DUE date: First draft of RA Bring Hard Copy for Mandatory Peer/Instructor Review In-Class Writing (3) LOB TEAs HW: Reader p. 11-18 HW: Canvas - discussion due, define rhetorical analysis
Week 5 9/16 – 9/18	Learning Log 4 Due In-Class Writing (4) LOB TEAs HW: Canvas - Rhetorical analysis quiz Criterion Instructions Distributed Sign up for Instructor Conferences	DUE date: Revised Draft of RA DUE online only RA Q&A DUE date: Online Peer Review (Criterion) HW: Finish Chapter Six LOB

Week	Monday	Wednesday
Week 6 9/23 – 9/25	ONLINE PEER REVIEW DUE by Sunday midnight 9-22 Schedule DI Interview Canvas - Instructor Conferences No Regular Class Meeting	DI Interview Practice In-Class Writing (5) TEA LOB Revise RA Draft HW: Canvas - read Maker's Eye & take revision quiz Make Writing Center Appointment
Week 7 9/30 – 10/2	Canvas - Instructor Conferences No regular Class Meeting HW: Reader p. 20-29	DUE Date: Final draft of RA Due (folder closes at 11:59 p.m.) DI Interview Discussion No late papers will be read or scored HW: Catch up on LOB/Complete DI interview
Week 8 10/7 – 10/9	In-Class Writing (6) Feedback Reflection Learning Log 5 Due HW: Canvas – DI Interview update discussion due	In-Class Writing (7) LOB Summary/ Attribution HW: Read Chapter Seven LOB Make appointment in Writing Center
Week 9 10/14 – 10/16	In-Class Exam Lives on the Boundary Bring Large Green Book Grammar Slam! Learning Log 6 Due (RA Feedback Analysis) HW: Reader p. 30-39	DUE date: Draft Discipline Investigation Paper Peer/Instructor REVIEW IN CLASS: Bring Copy! HW: Read Chapter Six and eight LOB DUE date: Final draft of Discipline Investigation
Week 10 10/21 – 10/23	HW: Finish Lives on the Boundary Exams Returned In-Class Writing (8) (Boundaries)	DUE date: First draft CRR DUE In-Class Writing (9) Intro and Conclusions Make Writing Center Appointment
Week 11 10/28 – 10/30	DUE date: Revised Draft CRR in Class Bring at least one copy to class for Review In-Class Writing (10) Collaborative Essay	Canvas - Instructor Conferences No Regular Class Meeting DUE Date: Revised CRR MUST BE SUBMITTED to Instructor FOLDER ONLINE PRIOR TO Instructor meeting
Week 12 11/4 – 11/6	Final Exam Q and A CRR Writing Workshop	Instructor Conferences No Regular Class Meeting
Week 13 11/11 – 11/13	HOLIDAY	DUE date: Final Draft CRR due online
Week 14 11/18 – 11/20	STUDENTS COMPLETE ONLINE SOTES Cover Letter Project/In-Class Writing (11)	• Students notified if they are not eligible for the portfolio and final exam. • Final Exam Prep
Week 15 11/25 – 11/27	PORTFOLIO ASSEMBLY AND COLLECTION ON 11-25 FINAL EXAM DONE IN-CLASS ON 11-27 NO MORE 100A (WHOLE) CLASS MEETINGS AFTER 11/27 THANKSGIVING HOLIDAY 11/28-29 FACULTY COMMITTEE PORTFOLIO READING 12/2 FACULTY COMMITTEE FINAL EXAM READING DAY – 12/6	
Week 16 12/2 – 12/6	PORTFOLIOS RETURNED TO STUDENTS 12-9 During Office Hours Students who are allowed to revise their portfolios must turn them in by Dec. 16th, 5 pm. Results back by Dec. 18th, 5 pm.	

DROPPING THE COURSE

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. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy.

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

GRADING: 100A is graded A-F. CR/NCR is not an option in this course because a “credit” in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

INCOMPLETES: No incompletes will be given for 100A.

OTHER IMPORTANT COURSE POLICIES

1. Statement of Plagiarism: The LLD and English Departments would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:

1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own. (available at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1461.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL or LLD 96 course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation. If there is a clear situation of using someone else's work instead of your own on a formal essay, the essay will not be read or graded and receive zero points.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have “crossed the line” into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies. http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/

2. Academic integrity statement (from Office of Judicial Affairs): Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are

required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at

3. Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.
4. Campus policy in compliance with the Americans with Disabilities Act: 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, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. DRC's phone number is 924-6000.
5. Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<http://www2.sjsu.edu/senate/s90-5.htm>).
6. If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by both instructors http://www.sjsu.edu/studentconduct/Students/Student_Academic_Integrity_Process/.
7. Evacuation plan for the classroom. See posted information in classroom.