

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 28, Fall 2013**

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<b>Office Hours:</b>	T 12:00 – 12:30 PM, R 12:00-1:30 PM, by appointment
<b>Class Days/Time:</b>	TR 10:30 – 11:45 am (Section 28)
<b>Classroom:</b>	ENG 327
<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.

### **University Policies**

For University policies on adding and dropping, academic integrity, and plagiarism, refer to the catalog policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

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. Presidential Directive 97-03 requires that students with disabilities register with the AEC to establish a record of their disability. The AEC website is <http://www.aec.sjsu.edu>.

Your participation in class is expected and highly encouraged. Attendance is crucial for a successful completion of the course as well as for your advancement in developing academic reading and writing skills. Please make every effort to come to class on time not to miss warm-up exercises that introduce in-class discussion of the day.

### **Information available online**

You are responsible for reading the following information online at  
<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## **Required Texts/Readings**

### **Textbook**

*The Norton Field Guide To Writing* (with readings) by Bullock and Goggin. 3d ed. New York: Norton, 2013. ISBN: 978-0-393-91957-8

### **Other Readings**

*The Everyday Writer* by Andrea A. Lunsford. 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2013. ISBN: 978-1-4576-1267-1

### **Other equipment / material requirements**

You will need a folder that will contain your written assignments and drafts, lined paper, 3 green books (exam booklets), a college-level dictionary.

## **Classroom Protocol**

**Late Policy:** No late work will be accepted. If you do not attend class on the day of your presentation or any of in-class essays, you will earn an "F" on those assignments. *If you have to miss any class, please let me know as soon as possible so that we can work out a plan to make up for your missed assignments.*

**Electronic Devices:** All electronic devices must be silent and kept in your bag during class unless stated otherwise.

## **Assignments and Grading Policy**

**Writing:** During this course on college-level composition, you will study and practice various types of writing. Assignments and exercises will help you better understand the process of writing with its multiple stages such as prewriting, writing, revising, and editing. All of the formal writing assignments combined meet a total minimum of 8000 words which is **required to pass this course**.

**Out-of-class essays** (SLO 1-4): These essays have the most influence on your final grade for the whole course. However, specific assignments that go along with the writing of each out-of-class essay will affect the final grade for each essay. Out-of-class essays must be typed in Times New Roman, 12 point font, double-spaced, and in MLA format when required.

**In-class essays** (SLO 1-4): Each in-class essay must be written in a green book. As a rule, the topic of an in-class essay is closely connected to that of an out-of-class essay so you can develop your initial ideas in successive drafts.

**Turnitin.com:** All out-of-class essays must be submitted to turnitin.com on or before the due date. Assignments are considered late until they are submitted to turnitin.com. Late work is downgraded for each day after the due date.

**Critical Reflection/Final Exam (SLO1-4):** In lieu of a final exam, you will compose an essay about your writing experience. This essay is going to be your critical reflection on all the writing you have done throughout the semester. You will analyze your progress as a writer and summarize what you will have learned about writing as a *process*. It is important that you keep all the drafts and assignments for each type of essay organized in your folder. Most of your assignments/drafts will become part of your final portfolio, so start collecting your work early. Critical Reflection should showcase what challenges you experienced and what strategies you have used for improvement. Think of your personal and academic goals at the beginning of the semester and compare them to what you have achieved by the end of this course. Remember that even accomplished writers have room to learn and improve. You will share your Critical Reflection essay in a form of an *Oral Presentation* at the end of the semester.

**Reading:** Assigned readings are mandatory and essential for participation and understanding of the class discussions. They are carefully selected examples of the studied types of writing you are going to work on during the semester. You must read the assigned texts carefully as many times as needed to achieve full understanding of the subject matter so that you can provide adequate Reading Responses some of which might be graded.

**Conferences:** It is required that you have at least one conference with your instructor about an out-of-class essay. If you have to change your appointment, please let me know as soon as possible. If you have any questions about your work, the best way to contact me is by email [Alesya.Petty@sjtu.edu](mailto:Alesya.Petty@sjtu.edu). However, if you email me the night before your essay is due I cannot guarantee a timely response.

**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+ 100 – 97	B+ 89 – 87	C+ 79 – 77	D+ 69 – 67	F 59 – 0
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A 96 – 93	B 86 – 83	C 76 – 73	D 66 – 63
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A- 92 – 90	B- 82 – 80	C- 72 – 70	D- 62 – 60
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Grade Breakdown	Weight (%)	Minimum Word Count
Participation & Homework	10	-
Presentations	5	-
Peer-Reviews	5	-
Practice Writing	10	1200
In-class Diagnostic Essay	0	500
In-class essays	(2x5) 10	(2x600) 1200
Literacy Narrative	10	1200
Text Analysis	10	1200
Report	10	1200
Argument	15	1500
Critical Reflection	15	1500

All essays will be graded on the Departmental Grading Policy, except for the Diagnostic Essay. The instructor will provide comments to in-class and out-of-class essays (final drafts) which are intended to help you improve your writing. You are expected to make changes according to the instructor's commentary. Essays will be graded according to the following criteria:

A= Excellent: The "A" essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The "B" essay is less precise and not as convincing as the "A" paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The "C" essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The "D" essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The "F" essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

## **Additional Help**

### **SJSU Writing Center**



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **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.

### **Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

### **SJSU 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 Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **Important SJSU dates, Fall 2013 Semester**

Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day - Campus Closed (L)
Tuesday	September 3	Last Day to Drop Courses or Withdraw Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 18	Enrollment Census Date (CD)
Monday	November 11	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 27	Classes that start at 5:00 PM or later will not meet.
Thursday	November 28	Thanksgiving Holiday - Campus Closed (T)
Friday	November 29	Rescheduled Holiday - Campus Closed (RH)
Monday	December 9	Last Day of Instruction - Last Day of Classes

## Course Schedule

The schedule is subject to change with fair notice.

**FG:** *Field Guide*, **EW:** *Everyday Writer*, **P:** *Practice Writing* (100-300 words)

Date	Topics, Readings and Assignments Due
R 8/22	Introductions
T 8/27	FG: Rhetorical situations 1-24, Reading Strategies 396-412 EW: Writing for College 3-44, Basic Grammar 318-39, Language 245-74
R 8/29	<b>In-class Diagnostic Essay.</b> Read about Processes in FG: 249-65 to prepare for the in-class essay.
T 9/3	FG: Literacy Narrative 42-51, read essay “Rebel Music” 624-28, Narrating strategy 387-94 EW: Commas 400-10
R 9/5	FG: Drafting 266-8, Assessing 269-74, Revising 275-9, Editing 282-5 EW: Verbs 340-53, Subject-Verb Agreement 355-61, Shifts 303-5, Conciseness 307-9, Variety 311-2
T 9/10	FG: Describing strategy 367-374, <i>P: Description</i> EW: Pronouns 363-72, Adjectives/Adverbs 374-7
R 9/12	FG: Memoire with example essay “All Over But the Shoutin” 183-90, Dialogue strategy 376-80, <i>P: Memory</i> EW: Apostrophes 419-21, Quotation Marks 422-7
T 9/17	<b>Narrative Draft Due.</b> Peer-review. EW: Coordination/Subordination/Emphasis 287-93, Consistency 295-8, Parallelism 299-302
R 9/19	<b>Advanced Draft Due.</b> Workshop. EW: Modifiers 380-4, Comma Splices 385-90, Sentence Fragments 392-4, Semicolons 412-4, End/Other Punctuation 415-7, 428-34
T 9/24	<b>Lit. Narrative Essay Due.</b> FG: Analyzing Text 52, 69-81, read essay “A Spirit Reborn” 62-4, Literary Analyses 81-6 with example essay “Metaphor and Society in Shelley’s Sonnet” <u>Choose a poem and bring it to class.</u>
R 9/26	FG: Comparing and Contrasting 348-54 EW: Capital Letters 437-40, Abbreviations and Numbers 442-6, Italics 448-9, Hyphens 450-2
T 10/01	FG: Evaluation 164-72 <i>P: 2 Compare/Contrast &amp; 1 Evaluation</i>
R 10/03	<b>Draft Due.</b> Essay Share with Feedback Exchange.

T 10/08	<b>Text Analysis Essay Due.</b> FG: Report 87, 108-18, read essay “Freemont High School” 705-13, Lab Reports 173-82. Review Outlining 263
R 10/10	<b>In-class Essay #1. Report Outline Due.</b>
T 10/15	FG: Profile 191,198-203, read essay “Jimmy Santiago Baca: Poetry as Lifesaver” 858-62, <i>P: Profile</i> FG: Classifying/Dividing 342-46 <i>P: Classification</i>
R 10/17	FG: Mixing Genre 235-47
T 10/22	<b>Report Draft Due.</b> Peer-review. FG: Explaining Processes 382-6, <i>P: Process</i>
R 10/24	<b>Advanced Draft Due.</b> Draft Workshop.
T 10/29	<b>Report Essay Due.</b> Argument FG: 119, 135-49, read essay “The Dark Side of Science” 124-7, Arguing strategy 323-40, Research 419-71, read essay “Anti-Intellectualism: Why We Hate the Smart Kids” 754-8 Preparing for Research EW: 187-241
R 10/31	<b>In-class Essay #2.</b> Review EW: 129-78 about writing an argumentative essay.
T 11/05	FG: Proposal 205, read essay “Course Requirement: Extortion” 205-13, Defining 356-65, <i>P: 1 Proposal and 1 Definition</i>
R 11/07	FG: Cause and Effect 318-21, Evidence/Sources/Plagiarism 475-9, Documentation Styles/MLA 480-523. <b>Sources (2) due</b> -find, cite in MLA, and bring to class.
T 11/12	<b>Argument Draft Due.</b> Peer-review. FG: Annotated Bibliographies 155- 62
R 11/14	FG: Abstract 150-54, Media/Design 575-619, <i>P: Find and incorporate 1 visual in the body of your argumentative essay.</i>
T 11/19	<b>Argument Essay Due.</b> FG: Critical Reflection 214, 217-20, read essay “Grief” 932-5. Review about Academic Writing EW: 593-619, 623-63
R 11/21	FG: Portfolio 287-96. Bring to class ALL materials, drafts, and essays necessary for the Portfolio in a <u>special folder</u> .
T 11/26	<b>Reflection Draft Due.</b> Workshop.
R 11/28	<b>Thanksgiving Holiday!</b> No Class.
T 12/03	<b>Advanced Draft Due.</b> Presentations.
R 12/05	<b>Critical Reflection and Portfolio Due.</b> Presentations.

## Assignments

In-class Diagnostic Essay	1.25 hours (500-700 words) Personal Narrative Essay [SLO 1, 2, 3, 4]
In-Class Essay #1: Report	1.25 hours (600 words) [SLO 1, 2, 3, 4]
In-Class Essay #2: Argument	1.25 hours (600 words) [SLO 1, 2, 3, 4]
Narrative Essay	Personal essay (1200-1500 words) [SLO 1, 2, 3,4]
Textual Analysis Essay	Poem evaluation (1200-1500 words) [SLO 1, 2, 3, 4]
Report Essay	Mixing genres (1200–1500 words) [SLO 1, 2, 3,4]
Argumentative Essay	Research with two sources in MLA format (1500-2000 words) [SLO 1, 2, 3, 4]
Critical Reflection Essay	Portfolio Assessment Final Exam (1500 -2000 words) [SLO 1, 2, 3, 4]
Practice Writing	Brief writing tasks, often assigned as homework. They are indicated as <i>P</i> in the Course Schedule. [SLO 1, 2, 3, 4]
Peer-review	Group/individual work: reading/providing structured feedback/comments on essay drafts [SLO 1, 2, 3, 4]
Essay Share: Text Analysis	Informal presentation with feedback exchange [SLO 2, 4]
Presentation on Critical Reflection	Individual, formal (5-10min.) [SLO 2, 4]
Presentation on Grammar	Shared with partners, on assigned topic (10-20min.) [SLO 2, 3]
Warm-up Exercises	Individual work at the beginning of each class [SLO 1, 2, 3, 4]
Reading Responses	Tasks assigned as homework or as in-class quizzes [SLO 1, 2, 3, 4]
Class Participation	In-class activities including informal writing, group work, presentations, discussions, and reading/grammar quizzes [SLO 1, 2, 3, 4]

## Notes: