

English 1A: Sections 32, 43

Fall 2013

San José State University

Prof. Ralph Strachan

Faculty Office 105

Hours: M, W 6:30-7:15 or earlier, 10:30-11:45, 3-3:30, & by appt.

Office #: 924-4492

**The Course: English 1A** is the first of a two-course sequence that provides an introduction to college-level composition. We will cover a range of essay and instructional material throughout this reading, writing, speaking and thinking intensive. Expect to study a variety of published pieces, and to learn how to conduct the critical reading necessary for university course work. Over the coming months, you will write a series of eight essays, both in class and at home. We will begin with autobiographical narrative, proceeding to academic writing, and culminating in an in-class final exam. In all assignments, reflection on your personal experience as well as the incorporation of rhetorical strategies examined in readings and discussions will provide core components for your progress.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

**Course Goals:** I will comment on and grade the quality of your writing as well as the quality of ideas being conveyed. All writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Earning a passing grade (“C” or better) requires writing essays that demonstrate:

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|--|--|
| *clear, effective communication of meaning                               | *clear, focused thesis statements  |
| *effective use of appropriate diction                                    | *coherence and unity in rhetoric   |
| *mastery of sentence structure and variety                               | *correct grammar, spelling, punctuation and vocabulary                                       |
| *accuracy and clarity of sentences                                       | *effective use of supporting material drawn from research                                    |
| *the ability to explain, analyze, develop and critique ideas effectively | *mastery of the essential steps of pre-writing, organizing, composing, editing, and revising |
| *an identifiable focus, tailored to a particular audience and purpose    |  |

**Student Learning Objectives for Area G.E. A2:**

Objective 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process, including pre-writing, composing, organizing, editing and revising all focused toward a result of logical clear thinking. [All four extended essay projects --An Autobiographical Retrospective(1), Explaining a Concept(2), Evaluation of Argument(3), and The Community Profile(4)— incorporate the practice of these steps.]

Objective 2: Students shall write complete essays that demonstrate the ability to express ideas effectively in writing, enabling them to develop, explain, analyze and criticize ideas, resulting in demonstrably collegiate writing. [Essays 2, 3, and 4 require application of these critical tools, as do the 2<sup>nd</sup> and 3<sup>rd</sup> in-class essays.]

Objective 3: Students shall write complete essays that demonstrate the ability to use correct grammar, syntax, word choice and form as well as the appropriate format for

citation of sources, resulting in coherent written expression. [All 4 extended essay projects, 1 through 4, focus on these aspects.]

**Objective 4:** Students shall demonstrate the ability to write effectively for distinct purposes and specific audiences, leading to appropriate application of levels of discourse. [Essay 1 focuses upon the personal voice, Essay 2 and 3 upon the technical and explicatory voices, and Essay 4 combines professional voice with personal observations and reflections, along with appropriate representation of research.]

**Adding and dropping classes:** Students are responsible for understanding the policies and procedures regarding add/drop, grade forgiveness, etc. Refer to the current semester's catalogue Policies section at <http://info.sjsu.edu/static/catalogue/policies.html>. Add/drop deadlines can be found on the current academic calendar webpage located at [http://info.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/html](http://info.sjsu.edu/academic_programs/calendars/academic_calendar/html). The Late Drop policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/html>. 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.html>.

### **English 1A Required Texts and Materials:**

**St. Martin's Guide to Writing 10<sup>th</sup> ed., short (print copy only)**  
**The Everyday Writer 5<sup>th</sup> ed. (SJSU version of print copy only)**  
**A College-level Dictionary (print copy only, please)**  
**Ring binder, loose-leaf paper, two 1" binder clips**

### **Course Content:**

**Writing:** Assignments shall give students repeated practice in all phases of the writing process described in SLO 1. This class requires appropriately sequenced essays totaling a minimum of 8000 words, excluding the final exam, journal writing, quizzes, and any brief or informal assignments. It may include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or the instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not a simple "correcting" of mechanical errors noted in the original. At least 3 (but no more than 4) essays shall be written in class. How the 8000-word minimum will be met and distributed must be clearly indicated on the green sheets.

Students will receive frequent evaluation of their writing from the instructor. In evaluating student writing, instructors will comment on specific features of individual papers. Comments will encourage and acknowledge student success as well as note problems, while suggesting ways to improve.

**Reading** for the course will be extensive and intensive, including models of writing for academic, general and specific audiences.

**Research:** English 1A may initiate students in the use of the library, but library research is not a required component of this course.

**Diversity:** Assignments(both reading and writing) will address issues of race, class and gender when appropriate, and the perspectives of women and diverse cultural groups

shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

**Protocol and Expectations:**

**Due Dates:** All materials, including draft work, reading responses and assignments, presentation and conference materials, and completed essay packets are to be submitted at the beginning of class on the date due.

**Attendance:** Regular attendance and active participation are mandatory. Work assigned for and within class meetings, including peer reviews, cannot be made up.

**Quizzes and Homework:** Completion of all reading and writing assignments is an integral part of your success. Expect a quiz on any material due or covered that day. Content may range from grammar and sentence patterns, to vocabulary and reflections upon the assigned readings.

**Academic Integrity:** The use of another's words or thoughts (published or not) without proper acknowledgement of the author is an act of plagiarism. Detection of this act will result in a fact-finding conference, submission of an Academic Dishonesty Report to the Office of Student Conduct and Ethical Development, ([http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html)), and potential further administrative action including expulsion from the university.

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 work. Faculty members are required to report all infractions to the Office described above.

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 sanction 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 other material you have submitted, or plan to submit to another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

**English 1A Departmental Final Exam:** For this Section of Fall 2012's English 1A, you will complete an extensive Reflective Analysis in lieu of taking the Departmental Final Exam. This analytical essay will have a final due date assigned on your course syllabus.

**Office Hours: Take advantage of these as one of your academic resources.**

Additional meeting times will be announced as the course progresses.

**The University Writing Center (UWC)** is located in Suite 126 within Clark Hall. 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 1-on-1 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: [www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan on Facebook.

**SJSU Peer Connections**, SSC 600, on the first floor, offers open tutoring on a regularly scheduled or drop-in basis in many subject areas. Register at their information desk

during your first visit for access throughout the semester. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising.html>.

**Disability Resources Center:** The DRC provides many levels of assistance to students with verifiable disabilities.

**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 Accessible Education Center (AEC) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office, and must be submitted to the instructor well in advance of the exam date.

(V) 924-6000

(TTY) 924-5990

**Student Technology Resources:** Computer labs for student use are available in the new 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.

**Grading:** A-F. This class must be passed with a C or better in order for the student 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.

Grade Component Description and Point Value/1000

Essay Packet #1	<b>100</b>	Essays B, C @ 50 pts. each	<b>100</b>
Essay Packet #2	<b>100</b>	Quizzes/Homework	<b>100</b>
Essay Packet #3	<b>150</b>	Final Reflective analysis	<b>100</b>
Essay Packet #4	<b>150</b>	Active Classroom Participation	<b>200</b>

**English 1A Syllabus for Fall, 2013: San Jose State University**  
[Prof. Strachan reserves the option of altering or changing due dates and assignments.]

**Additional assignments in Andrea Lunsford's *The Everyday Writer*, 5<sup>th</sup> ed., will be based on student essay writing samples. Specific pages and exercises will be announced in class well ahead of review and quizzes.**

- 8/21 W enrollment verification, course overview and review of protocol
- 8/26M enrollment verification, cont.  
In-class Essay "A" diagnostic
- Essay 1: Autobiography, The Event Remembered SLOs 1, 3, 4 (1000 words)**
- 8/28 W St. Martin's Guide (SMG) pp. 7-13  
Essay 1 Prompt distributed and reviewed
- 9/2 M Labor Day: Enjoy!  
(9/3 Last day to drop)
- 9/4 W SMG 17-22
- 9/9 M SMG 22-27
- 9/11 W SMG 27-37
- 9/16 M SMG 11-17, 51-56
- 9/18 W Essay 1 Working Draft due: Peer Review Workshop: 2 copies of five pages each
- Essay 2: Explaining a Concept with Classification and Division SLOs 1, 2, 3, 4 (1000 words)**
- 9/23 M Essay 1 Drafts returned  
SMG 116-22  
Essay 2 Prompt distributed and reviewed
- 9/25 W Essay 1 Final Packet due  
SMG 128-34
- 9/30 M SMG 134-41
- 10/2 W SMG 142-58
- 10/7 M SMG 122-28
- 10/9 W Essay 2 Working Drafts due: 2 copies of five pages each: Peer Review Workshop
- Essay 3: Finding Common Ground through Evaluation SLOs 1, 2, 3, 4 (1400 words)**
- 10/14 M SMG 172-78  
Essay 2 Drafts returned  
Essay 3 Prompt distributed and reviewed
- 10/16 W Essay 2 Final Packets due  
SMG 183-89, 213-18

10/21 M SMG 189-95  
SMG review 219-41  
10/23 W SMG: majority vote's choice for analysis and discussion of essays within  
pp. 219-41  
10/28 M SMG 178-82, 197-207

**Essay 4: The Profile, with Research and Fieldwork SLOs 1, 2, 3, 4 (2000 words)**

10/30 W SMG 58-63  
Essay 4 Prompt distributed and discussed  
11/4 M Essay 3 Working Drafts due: 2 copies of 7 pages each: Peer Workshop  
11/6 W SMG 81-86  
11/11 M Veterans' Day: Remember and Respect  
11/13 W SMG 69-74  
Essay 3 Drafts returned  
11/18 M SMG 74-81  
Essay 3 Final Packets due  
11/20 W SMG 63-68  
11/25 M Profile Development Workshop  
11/26 T Extended Office hours (TBA)  
11/27 W In-Class Essay "B"  
11/28-29 Thanksgiving Break: Enjoy!  
12/2 M Essay 4 Working Drafts due.  
In-Class Essay "C"  
12/4 W Essay 4 Working Drafts returned  
Reflective Analysis Final Preparation Workshop  
12/9 M Reflective Analysis In-Class Essay  
Essay 4 Final Packets due