

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 42, Fall 2013

Instructor:	Professor Randy Holaday
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Office Hours:	Monday 2:30-3:30 p.m./ Thursday 10:30-11:30 a.m.
Class Days/Time:	T/TH 12:00—1:15 p.m.
Classroom:	Hugh Gills Hall 217
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.

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

Required Texts / Readings:

Textbooks:

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91956-1

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91946-2

Lunsford, Andrea. *The Everyday Writer*. 5th ed. Boston/New York: Bedford/St. Martin’s, 2013. Print. ISBN: 978-1-4576-1267-1

***Please note:** The *Norton Field Guide to Writing* and the *Norton Sampler* are available through the Spartan Bookstore as a discounted bundle under ISBN: 978-0-393-51704-0

Other Equipment / Material Requirements:

Computer access is a requirement for this class. In addition to general word processing, you will need the Internet to access readings, complete writing assignments, and access the class Google Drive. Please consult me immediately if you foresee any problems with this requirement.

- **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. Laptop computers are also available for checkout from Media Services located in the basement of Martin Luther King Library and in IRC 112.
- **Research/Library Liaison:** In this course, you may learn to use the tools of the SJSU library, including online resources for research, but library research is not a requirement of the course. Should you wish to include research in your writing and have questions, the English Department library liaison is Toby Matoush: toby.matoush@sjsu.edu, (408) 808-2096.

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.

Assignments and Grading Policy:

Writing:

English 1A is a writing intensive course consisting of sequenced essays designed to help you practice all stages of the writing process: prewriting, organizing, writing, revising, and editing. **There is an 8,000 word minimum requirement for passing this class.** This means all formal writing assignments must be completed and turned in if you wish to receive a grade for the course. Formal writing assignments consist of both out of class and in-class essays, as well as the final portfolio project.

Out-of-class essays (SLO: 1-4): There will be three major out of class writing assignments designed for you to practice and implement the modes of writing and rhetorical strategies we discuss in class. Specific guidelines for each essay will be given during the semester, but the essays share some common aspects.

- Peer Workshops (SLO: 1-3): In this class, we will place just as much emphasis on process and revision as on the final product. As such, each out of class essay will include a peer workshop, for which students will be required to bring **four copies** of a draft of the assignment in question to class on the appointed day. **Attendance at peer workshops is mandatory**, including two conferences with me during office hours. Final essays will not receive a grade without a workshop. If there is an unavoidable conflict, I must be contacted **at least two days before class** to set up an alternate workshop.
- Turnitin.com: All out of class essays must be submitted to turnitin.com for review before noon on the due date of the assignment. Login information will be distributed on the first day of class. Assignments are not considered turned in until submitted here.
- Late Work: Late work will be accepted at a penalty of 10% of final grade per day late. Work will not be accepted for a grade after **three days**. All papers must be turned in hardcopy, unless otherwise specified.
- Revision policy (SLO: 1-3): Because the importance of revision is critical to the writing process, you all have the opportunity to resubmit a final essay if you are unhappy with the grade you receive on it. I must be contacted **no more than a week** after you received your grade if you wish to resubmit your paper, and the revision must be completed **no more than two weeks** after you received the final grade. The resubmission must be a significant revision, and you must accept the second grade you receive. Late work penalties will still apply.

In-class Essays (SLO: 2-4): There will be four, timed in-class writing assignments, three graded and one diagnostic worth participation points. You are expected to bring your own materials for these assignments (lined paper or green book, blue or black pens). These essays are required for completing the class; if you have an unavoidable conflict, I must be contacted **at least two days before class** to set up an alternate time to take the exam.

Final Portfolio (SLO: 1-4): In lieu of a final exam, you will turn in a final paper reflecting on the work we have done together over the semester, as well as a significant revision of one of your formal writing assignments. More specific details about the assignment will be given closer

to the due date, but you should be conscious of the assignment for the entire semester. Your reflection paper will focus on your writing process and how it has developed over the semester, so it would be wise to save all workshops, final essays, responses, free writes, etc., for use in the final portfolio. **You do not need to show up to the English department 1A final exam date;** instead we will have a culminating event on December 13th to turn in final portfolios.

Participation/Attendance/Reading Responses:

Participation in this class is critical, both for creating a community of individuals engaged in the writing process and developing your own critical thinking, reading, and writing skills. Moreover, you will not be able to satisfactorily complete the formal writing assignments if you are not present and engaging the material. In accordance with university policies, attendance in itself will not be used as part of the criteria for your participation grade. Instead, in-class free writes, group work, reading responses (see below), etc., will be used to gauge your participation in the class. Participation also includes coming to class having read and prepared to discuss the day's readings. If it becomes apparent to me during group discussions that students are not reading the assignments, I reserve the right to start including reading quizzes as part of the class. So please, for your sake (and mine), **show up and do the reading.**

- **Reading Responses (SLO: 2, 4):** As part of your participation grade, you will be required to turn in eight typed, 250 word reading responses over the course of the semester, with the option of completing a ninth to substitute a response with an unsatisfactory grade. Responses can only be received **in person**, and must engage one of short essays being discussed that day in class (aka readings *not* from the Norton Field Guide), with the expectation that you will be able to discuss your response during the class discussion. When to turn in these responses and on which readings are **your choice and your responsibility**; it will not be my job to alert you on how many you've turned in (though feel free to come ask me during office hours). No more than one opinion paper can be turned in per class period. Some potential questions a satisfactory response might answer: What is the author's purpose? Who might be his/her intended audience? How does audience or purpose affect the choices the author made in the essay? What is a rhetorical strategy implemented by the author? Why might she/he have chosen this? Annotated examples of a satisfactory and unsatisfactory reading response can be found in the class's Google Drive.
 - One reading response is mandatory, and is due on Thursday, August 29th in order for me to evaluate your out of class writing abilities along with your in-class diagnostic essay. The response should answer this question: How do you perceive your ability as a writer at this moment in your academic career?

Assignment Word Counts and Grade Point Value:

Grading: 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. Your grades this semester will be point based, with the maximum point value being 1000. The word count and point values for each assignment are as follows:

Assignment	Word Count	Point Value
Personal Narrative Essay	1000	100
Definition Essay	1250	150
Argument Essay	1500	150
Final Portfolio/Revision	2250 (reflection essay 1000, revision 1250 min)	200
In-class Essays	2000 (4 @ 500)	200
Participation/Reading Responses	N/A	200
Total:	8000 words	1000 points

A = 1000-930	B = 869-830	C = 769-730	D = 669 - 600
A- = 929-900	B- = 829-800	C- = 729 - 700	F = 599 and lower
B+ = 899-870	C+ = 799-770	D+ = 699 – 670	

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 descriptably 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.

Individual grading rubrics will be distributed before each writing assignment is due, so you can understand more specific expectations for each assignment.

Classroom Protocols:

Classroom Conduct: Over the course of the semester, we will cover a variety of topics, including some sensitive to personal and political values. Voicing your opinion is strongly encouraged, but I expect you to be respectful of other perspectives apart from your own, and careful and inclusive with the language you choose. The same extends to the writing you do in and out of the classroom. Your writings will be often be read by classmates as well as myself, so please don't choose to write on a subject you're not comfortable sharing with me, your classmates, or the University.

Technology: Cell phones, laptop computers, and other devices will not be allowed to be out during class times unless otherwise specified. I may ask you to leave the class if I catch you using a device for a non-academic purpose. Despite this policy, technology will be an integral aspect to our discussions, assignments, and writing community; if you have any suggestions about websites, YouTube videos, articles, etc. that are pertinent to our class discussion, feel free to talk to me about adding them to our calendar.

Contact: My office has an open door. I highly encourage you to visit me during office hours to consult me on your writing and any concerns you have. I'm available for appointments if my office hours conflict with your schedule. Office hours are also the appropriate time to ask me questions concerning your grade, reading responses, draft comments, etc., as opposed to class time.

University Protocols and Resources:

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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sjsu.edu/studentconduct/) 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 Accessible Education Center (AEC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Learning Assistance Resource Center: The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

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.

Peer Mentor Center: The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>.

Other information regarding course guidelines, academic policies, and adding/dropping classes can be found at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>.

English 1A Course Schedule Fall 2013

This is a tentative calendar. Changes will be announced at least a week in advance in class and via e-mail. Please make it a habit to check your e-mail at least once a week.

Key: **FG:** Norton Field Guide to Writing; **NS:** Norton Sampler; **EW:** Everyday Writer

Week	Date	Tuesday	Thursday
1	8/19 – 8/23	No class	Class Introduction
2	8/26 – 8/30	Diagnostic essay	Reading Response Due Audience & Purpose: <i>Read:</i> FG: 3-15, 396-414; NS: 634-639
3	9/2 – 9/6	Literacy Narratives & In-class Essays <i>Read:</i> FG: 27-51, 414-18	Brainstorming Narrative <i>Read:</i> FG: 259-68; NS: 143-47 Hyperbole and a Half: Texas , Dog , Fish
4	9/9 – 9/13	Memoir & Description <i>Read:</i> FG: 183-190; 367-81; NS: 3-7, 630-33, 114-121, 161-64	Workshop Personal Narrative Bring 4 Drafts
5	9/16 – 9/20	Beginnings & Endings <i>Read:</i> FG: 299-310; NS: 90-93, 167-74	Revising <i>Read:</i> FG: 269-286; EW: 3-12
6	9/23 – 9/27	Due: Personal Narrative Abstracts <i>Read:</i> FG: 150-4; NS: 623-28	Definitions <i>Read:</i> FG: 356-66; NS: 316-19, 427-33, 449-52
7	9/30 – 10/4	Narrative as Example <i>Read:</i> FG: 19-24, 387-95; NS: 253-59, 436-47	In-class Essay #2
8	10/7 – 10/11	Sequencing Ideas <i>Read:</i> FG: 312-317; NS: 227-36, 493-97	Workshop Definition Essay Bring 4 Drafts

Week	Date	Tuesday	Thursday
9	10/14 – 10/18	Integrating Other Voices <i>Read:</i> FG: 457-74; NS: 222-25, 262-71 <i>Mandatory Conference Week</i>	Formatting <i>Read:</i> FG: 475-83 <i>Mandatory Conference Week</i>
10	10/21 – 10/25	Definition Essay Due Evaluation <i>Read:</i> FG: 164-72; NS: 382-87	Argument <i>Read:</i> FG: 119-49, 323-41; NS: 534- 42
11	10/28 – 11/1	In-Class Essay #3	Argument Types: Deductive vs Inductive <i>Read:</i> NS: 558-74, 487-90
12	11/4 – 11/8	Research and Source Evaluation <i>Read:</i> FG: 432-56; browse Conservapedia	Workshop Argument Essay: Bring 4 Drafts
13	11/11 – 11/15	Logical Fallacies <i>Read:</i> The Pixar Theory , Severus Snape	Argument Essay Due Reflection Writing <i>Read:</i> FG: 214-221; NS: 3-15, 96- 103
14	11/18 – 11/22	In-Class Essay #4	Looking Forward: Logic
15	11/25 – 11/29	Mandatory Conferences for Final Portfolio	No class—Thanksgiving Break
16	12/2 – 12/6	Workshop Final Portfolio	Final Questions and Class Party
Final Exam	10/13	Final Portfolios due in my office by 12:00 p.m.	

Important SJSU Dates Fall 2013:

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 Without an Entry on Student's Permanent Record (D)
Tuesday	September 10	Last Day to Add Courses & Register Late (A)
Wednesday	September 18	Enrollment Census Date (CD)
Monday	November 11	Veteran’s Day - 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
Tuesday	December 10	Study/Conference Day (no classes or exams) (SC)
Wednesday-Friday	December 11-13	Final Examinations (exams)
Monday-Tuesday	December 16-17	Final Examinations (exams)
Wednesday	December 18	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day (E)
Friday	December 20	Grades Due From Faculty - End of Fall Semester (G)
December 23- January 20	WINTER RECESS	