

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 43 FALL 2013**

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<b>Office Hours:</b>	T 3-4 & Th 10:30-11:30 a.m. and by appointment
<b>Class Days/Time:</b>	T/Th 1:30-2:45 p.m.
<b>Classroom:</b>	Sweeney Hall Room 411
<b>GE Category:</b>	Written Communication A2

### **Course Description**

**Section 44:** Below you will find the course description that is common to every English 1A class. This paragraph describes our particular section. In section 47 we will pursue the stated 1A goals through process-focused writing with much time spent at writing exercises and assignments in and out of class in the proscribed journal. You will often work in a small-group setting during class time sharing ideas, writing, and leading one class discussion.

**All Sections:** 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.

#### **Academic Policies online:**

Students, 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 DRC policies)
- Adding and dropping classes

#### **Required Texts/Readings**

- *The Curious Writer: Concise Edition. Fourth Edition*; Bruce Ballenger ISBN 0-205-87664-1
- *The Everyday Writer*. ISBN 978-14576-6712-1
- 1 Mead Composition Book, **College Ruled**. No other journals accepted.
- Course Reader: Purchase at Maple Press after first day of class
- *American Heritage College Dictionary*. Paperback. Or similar portable text.
- 4+ yellow books (1 for diagnostic, 3 for in-class essays)
- **Stapler** (all papers *must* be brought to class stapled)
- 1 double-pocket folder

### Other equipment / material requirements

- Regular internet access, especially an email account for assignment updates

### Classroom Protocol

Come to class on time; don't check your texts while in class; use common sense and decent behavior. College students are adults; behave like one. Please do not eat in class.

### Assignments and Grading Policy

**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.

Letter Grade	Grade Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.00
F	0.0

- 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 to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from 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 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 weaknesses 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 too 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/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.

- 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.

A word about how I approach grading: I start looking at every composition by asking if it satisfies the requirements of the assignment. If it does, it will earn a satisfactory grade: C. If it does not satisfy the requirements, then the grade slides down to D or F. If the composition does more than simply satisfy the requirements, then the grade slides up to A or B. I will complete a scoring rubric with each graded essay.

**Writing:** Writing assignments will give repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Eight essays are required—4 in-class and 4 out-of-class, for a minimum of **8,000 words**. This minimum requirement excludes reading responses, quizzes, and any brief or informal assignments. You must complete all 8 essays in order to pass this course.

(SLO1-4)

**In-Class Essays** (4) approx. 800+ words each: (20% final grade)

- #1 Diagnostic Essay
- #2 Personal Essay Draft 1
- #3 Evaluating an Argument (take home)
- #4 Writing a Response to an Argument

**Out of Class Essays**, minimum 1200 words each: (60% final grade)

- #1 Literacy Narrative
- #2 Personal Essay
- #3 Writing a Proposal for Two Audiences
- #4 Reflective Analysis

**Journal:** As specified below, points accrued: (10% of final grade)

*In-class participation* in English 1A is **required**. It is rare that students who miss several classes pass the class. Much of your grade is based on activities that will be taking place in class. All Journal writing assignments are considered part of your participation grade as do all workshop dates. (SLO 1, 2, 3, 4)

- **Workshops** are an important component of the writing process and your final essay grade. You will bring **5 copies**(or as instructed) to class on the workshop date in order to participate. You will turn in critiqued copies with final essay as instructed: **SAVE them. *If you miss a workshop, your essay will be graded down.*** I have zero-tolerance for late arrival on workshop days: You Will Be Asked to Leave. (SLO 1, 2, 4)
- **Journal:** In-class free writing, self-assessment, reading responses, and/or directed exercises will comprise part of each day. Bring your Composition Book to every class. (SLO 1, 2, 4)
- **Reading:** English 1A is a reading-based course. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, all or most of the assigned essays will be related to readings. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Journal Responses prepared to discuss them in class. Occasionally, there may be reading quizzes.

All readings in this course address diversity and contribute to effective writing strategies. ALWAYS bring your text to class (SLO 1-4).

- **Student Presentation:** Each student will participate in a group presentation and will be graded individually and as a group contributor (SLO 4).
- **Quizzes** (SLO 2, 3) Occasional quizzes will be based on current writing and/or reading discussions. Quizzes must be taken in class and cannot be made up. Unannounced quizzes may be given at my discretion.
- **Individual Conference** One conference with me by appointment is mandatory for each student. (Participation; SLO 1-4) This will be scheduled Tuesday, October 11. Time tbd.

**Participation** (10% of final grade) Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. In-class exercises and quizzes also make up the participation grade:

- A –fully engaged; provides regular and helpful questions and comments
- B –active listening; occasional, pertinent questions and comments
- C –attentiveness questionable, little questions or comments posed
- D –unprepared for class, disengaged
- F –regularly absent, both physically and mentally

**Grammar:** Basic grammar will not be a major component of class content, BUT it is a major component of essay grades. It is your responsibility to complete all grammar exercises assigned and to seek additional support in the *Everyday* Writer text, through LARC, or the [Writing Center](#). (SLO 3)

### **Final Assignment:**

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment 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. This course does not have a final exam.

Late Work. Late work receives a reduction of 1 grade if turned in the next class session. Otherwise, while you must turn every essay in to pass the course, it will be graded an “F.” **If** the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. **If** you are sick or have to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. **For** extenuating circumstances, I must be contacted *before* the due date to consider an extension.

No Work by Email. No work in my mailbox. No exceptions. I do not accept work by email or in my campus mailbox. If you need to miss a class session, ask a classmate to turn in your classwork and to collect handouts and assignments for you. Otherwise, turn in the paper as “late” next class session.

Your Responsibility If You're Absent. If you miss class, contact a classmate to get notes, assignments, etc. It is your responsibility to figure out what's going on and to show up prepared the next class session. Please do not ask me to do extra things for you if you choose not to come to class.

**Always bring your journal and required text to class.** These are required for participation. If you're not prepared to contribute to the class, be prepared to be asked to leave for the day.

**Homework format:** (this includes all Essays, and any work outside the Journal)

- \* All work must be typed, double spaced
- \* Use a 12-point Times Roman font
- \* Use standard MLA essay heading format. (*Curious Writer* pg 312).
- \* Papers must be single-sided for the teacher (but copies for classmates for peer revision may be double-sided)
- \* Staple your papers BEFORE class. I do not accept unstapled work.(no paper clips, bent corners)

**Be Fully Present. No electronic devices are to be on/used/visible during class.**  
Infractions will result in being dismissed from class.

### **Student Technology Resources (Optional)**

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. More information found here <http://www.sjsu.edu/at/asc/>

### **Peer Connections (Optional)**

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. See the Peer Connections website for more information <http://peerconnections.sjsu.edu/>

### **SJSU Writing Center (Optional)**

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/>.

## English 1A, Fall 2012, Course Schedule

PLEASE NOTE: Subject to change with advance notice from me given in class and follow-up email. Check daily.

Syllabus is open for adjustment at midterm at my discretion.  
If you are planning around post-midterm dates, see me as soon as possible.

*Curious* = *Curious Writer*; *EW* = *Everyday Writer*

Date	Homework Readings, Assignments DUE this date	Topics and Considerations
Th 8/22	Come to class ready to . . . . . Buy all required texts for Monday's homework. Maple Press! SEND an email to me for further info.	Roll! Course Introductions Syllabus Review Student Questionnaire
Tues 8/27	Bring all required materials today. 3X5 picture ID card Reading: <i>EW</i> pp. 12-19; <i>Curious</i> Chapter 1pp. 3-19 Journal: <i>Curious</i> Exercises 1.1, 1.2, & 1.4	Text review Writing as a Process: Discussion and in-class writing. 1.3 Video: (take notes) Instructions for IC Essay #1: Diagnostic
Th 8/29	Reading: <i>Curious</i> Chapter 1 pp. 22-36; <i>EW</i> pp 4-12 Journal: Exercises 1.5 & 1.7 BRING: Yellow book, dictionary, pens, Journal with completed exercises	<b>IC Essay #1 Diagnostic</b>
Tues 9/3	Reading: <i>Curious</i> p. 37 & Chapter 2, pp. 38-49 Journal: Exercises 2.1 & 2.2 and 30 Indispensable Tips response(via email)	Reading as Inquiry: Discussion and in-class writing 2.3 Return Essay; Post-essay discussion, Ch. 1 review Video: <i>Bard Behind Bars I</i> (take notes) Assign <u>OC Essay #1: Literacy Narrative</u> Volunteer Small Group Coordinators

<b>Date</b>	<b>Homework Readings, Assignments DUE this date</b>	<b>Topics and Considerations</b>
Th 9/5	Due: Typed IC #1, one copy WITH word count at bottom.  Reading: <i>Curious</i> Chapter 2, pp. 50-66 ; <i>EW</i> 85-89  <b>Journal:</b> pp. 57- 60 Exercise 2.5 Step 1-4.	Reading as Process: Discussion and in-class writing  Literacy narratives, Peer Review discussion; Exc. 2.4 #4  Paragraphs
Tu 9/10	DUE: 5 copies(total) of Literacy Memoir complete Draft with Word Count  Reading: <i>Curious</i> p. 96 Workshopping the Draft.	<b>Workshop:</b> Groups of 5, assigned
Th 9/12	<b>OC Essay #1 DUE</b> Reading: <i>Curious</i> p. 67 & Chapter 3 pp. 69- 81. Journal: p.81 “Inquiring Into the Essay” #1	Workshop Review: Discussion & writing; Chapter 2 review.  Writing a Personal Essay: Discussion and in-class writing: Listing, Fastwriting Small groups
Tu 9/17	Reading: Personal Essay Journal: RR	Understanding Narratives: Discussion, Scene, dialog, action, detail In-class writing;
Th 9/19	Reading: Personal Essay AND <i>Curious</i> pp. 82-88  Journal: p. 86 Visual Prompts #1, 2, 3, & 4a.	Personal Essay: Topics and techniques Discussion, writing, small groups SIGN UP for midterm conference time.
Tu 9/24	Reading: <i>Curious</i> pp. 89-90 “Narrowing Down” Journal: p. 88 “What’s Promising Material” all 3 points. <b>Choose a topic for today’s IC essay.</b> THEN answer p. 90 “Questions for Reflection” dots 1-3 & choose <u>one</u> from dots 4-6.	<b>IC Essay #2</b> Draft 1, Personal Essay  BRING: Yellow book, dictionary, pens. Journals will NOT be used for this draft.
Th 9/26	Reading: Personal Essay Journal: RR	Description and Reflection Grammar Issues
Tues 10/1	Reading: <i>Curious</i> 98-101; <i>EW</i> 358-369 & 383  Journal: p. 100 #1-3	Description and Reflection  Pass back IC Essay#2; Assign <b>OC Essay #2</b> ; Punctuation : ; ,

<b>Date</b>	<b>Homework Readings, Assignments DUE this date</b>	<b>Topics and Considerations</b>
Th 10/3	DUE: Typed original IC # 2, 1 copy with word count Reading: <i>Curious</i> 92-97 Journal: p. 93 "Evaluating Your Own Sketch" #1-4.	<b>Workshop:</b> Draft 1 Flash Review In-class Journal writing(p. 93)
Tues 10/8	<b>MIDTERM: Journal Due</b> PLEASE NOTE: Syllabus open for revision at midterm at my discretion.	CONFERENCES: Sign up for 10 minute slot. 10:30-5pm tbd Appointments held <b>in my office, FO 222.</b>
Th 10/10	DUE: 5 copies(total) of Personal Essay complete draft Reading: <i>Curious</i> pp. 97-98; Journal: p. 98 "Polishing the Draft": Which checkmarks are you still concerned with?	<b>Workshop</b> Anonymous questions QUIZ: Punctuation : ; ,
Tues 10/15	<b>OC Essay #2 DUE</b> Reading: <i>Curious</i> Chapter 5 pp. 137-146; <i>EW</i> 64-74 Journal: p. 146 #1 & 2	Assign OC #3 <b>Proposing a Solution</b> In-class writing <i>COMP</i> Handout; <i>Spartan Daily</i>
Th 10/17	Reading: <i>Curious</i> 147-155; <i>EW</i> 48-56 Journal: <i>Curious</i> p. 149 # 1-2 AND <i>Spartan Daily</i>	Identifying a problem: topics, stance, audience Discussion, in-class writing QUIZ Proposal
Tues 10/22	DUE: 5 copies(total) OC #3 Proposal Part 1 with word count 900+ Read <i>Curious</i> pp. 160- 164	<b>Workshop</b>
Th 10/24	<b>OC Essay #3 Part 1 Due Formal Proposal</b> (word count 900+) Read <i>Curious</i> <b>Revising</b> p 164-165, AND 165-168, "Student Essay"	Discuss Part 2 Audience
Tues 10/29	DUE: One copy(total) of <b>Part 2 Proposal</b> complete draft(300+) stapled to a blank piece of paper.	<b>Workshop:</b> FLASH Discussion

Date	Homework Readings, Assignments DUE this date	Topics and Considerations
Th 10/31	<b>OC #3 Part 2 Due</b> (word count 300+)	Review
Tues 11/5	Reading: <i>Curious</i> Ch. 6 pp. 171- 178 Journal: p. 178 ex. 6.1, Step One and Step Two	Understanding/Evaluating Arguments Anonymous Questions. <b>QUIZ:</b>
Th 11/7	Reading: <i>Curious</i> pp. 179-190 Journal: p. 190 Inquiring #1 & 2	In-class work Assign IC Essay #3(take home) Handout Group Presentation Guidelines
Tues 11/12	DUE: <b>Take Home, Essay # 3</b> Reading: <i>Curious</i> Ch 9 pp.293-298 AND Journal	Using Sources  Small Groups meet to plan
Th 11/14	Reading: <i>Curious</i> pp. 299-303, AND Journal:	Citing Sources Plagiarism: Cause & Effect;
Tues 11/19	Reading: <i>Curious</i> p. 191-193 “Is Humiliation an Ethically Appropriate Response to Plagiarism?” Journal: p. 193 # 1 & 2 Journal: Summarize essay, above; Paraphrase par. 1; Choose one quote	<b>IC Essay #4</b> “Is Humiliation an Ethically Appropriate Response to Plagiarism?”
Th 11/21	SMALL GROUP PRESENTATIONS Reading:  Journal:	Assign: Essay #7: Reflective Analysis – Pass out and discuss portfolio guidelines Rhetorical devices and critical thinking skills for personal reflection Grammar Review:
Tues 11/26	SMALL GROUP PRESENTATIONS Reading: Journal:	Return IC#4 In-class writing/reflection Discuss Reflective Analysis
Th 11/28	THANKSGIVING No classes	Tell someone “Thank you” for their support~

<b>Date</b>	<b>Homework Readings, Assignments DUE this date</b>	<b>Topics and Considerations</b>
Tues 12/3	DUE: 5 copies(total) Reflective Analysis Due?? Reading: <i>Curious</i> pp. 213 “Revising the Draft” section  Journal: p. 215 answer each bullet as described.	<b>WORKSHOP</b>
Th 12/5	<b>OC #4 Reflective Analysis Due</b> <b>JOURNAL DUE</b>	Wrapping it up...last class meeting
	<b>Happy Holidays~</b>	