

San José State University
English Department
English 1a, Fall 2013: Sections 40 and 50

Instructor:	Linda Lappin
Office Location:	Faculty Offices building room 105
Telephone:	(408) 924-4601
Email:	linda.lappin@sjsu.edu
Office Hours:	Tues/Thurs 9-11, and by appointment
Class Days/Time:	Tuesday-Thursday <u>Section 40</u> (42370) from Noon to 1:15 <u>Section 50</u> (41154) from 1:30 to 2:45
Classroom:	Section 40 is in <u>BBC 221</u> Section 50 is in <u>SH 348</u>
GE/SJSU Studies Category:	Written Communication A2

Information available online

You are responsible for reading the following information is available online at

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Required Texts/Readings

These are available online, and there are some at the Spartan and Roberts bookstores:

- Textbook: Hjortshoj, Keith The Transition to College Writing, 2nd Ed.
- Csikszentmihalyi, Mihaly, Flow: The Psychology of Optimal Experience
- Lunsford, Andrea. The Everyday Writer, SJSU special edition. ISBN 9781457667121

Other Readings

Most other readings are in the Content area in Canvas and there will be handouts.

Other equipment / material requirements

- Computer with internet access (for using Canvas and other assignments)
- Printer—keep lots of ink!(printer problems not accepted)
- Composition notebook and binder paper for class work (you must keep your handouts, returned essays, and other coursework organized)
- Flash drive for work done in IS134 (computer room)
- All essays must be turned in to Canvas in **MS word**.

Canvas

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our Canvas page. You will receive more information on this link in class.

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.

What is Different about this section of English 1A?

The book FLOW, and the quotes, videos, and audio sources used in this class are intended for adult audiences. The vocabulary will be both technical and academic. The topics will be multi-layered and include philosophical, scientific, and industry-related points of view.

This course, these two sections (40 and 50) will end in an annotated table of contents (TOC); and a reflection on your writing process and progress as a final exam. **You will not take the final exam.**

My goal for this class is that the work in this class encourages both self analysis and critical examination of issues—through:

- Writing essays and journaling in class,
- Revising essays while referring to markup notes
- Updating the matrix, tracking your own issues and strong points
- Group presentations on:
 - 1) Chapters in the required reading
 - 2) What you read in Flow
- The Annotated Table of Contents
- The final reflection Essay

Course Goals and Student Learning Objectives

Course Goals

By the end of this semester you shall demonstrate your writing competence in complete essays that reveal 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).

NOTE: This is not to say that you arrived on campus without many of these competencies—this class may be an opportunity for you to further improve these objectives.

Student Learning Objectives:

These 4 areas of writing expertise are what your essays will be evaluated on:

- 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 (**explaining, analyzing, developing, and critiquing**) 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. (**your fellow students and the instructor**)

Classroom Protocol

You will come to class on time--both awake and willing to engage. Respect yourself and your fellows by contributing in every way you can to your own education. Bring your books, the essays or presentations you are working on, and your binder with course handouts to every class! Electronics are allowed if not abused. No texting, or sleeping allowed ☹️

Make doctors' appointments for days you don't have 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.

Grades will be assigned by percentage of all work required

A = 95- 100	A- = 89- 94	
B+ = 86- 88	B = 82- 85	B- = 79- 81
C+ = 76- 78	C = 72- 75	C- = 69- 71
D+ = 66- 68	D = 62- 67	D- = 59- 61

1A 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. You will review your returned essays and write a brief reflection for each one in an annotated TOC to be turned in at the end of the class. **This assignment is your culminating experience. This course does not have a final exam.**

Assignments, SLO's, points

Essays and Revisions

Essays	SLO	purpose	count	points
Essay 1	2-3	Exercise in paraphrase, summary and analysis to establish your starting point in the SLOs	500	12
Essay 2a	1-3	An essay explaining your chapter in Transitions to College writing.	1250	225
Essay 2b	1-4	A revision based on conference and peer reviews	1250	175
Essay 3a	1-3	summarize, explain, analyze introductory chapters of FLOW	1500	225
Essay 3b	1-3	Revised per suggestions, adding your chapter that you have reviewed and analyzed	1750	250
		Further revision, if needed, any essay		tba
Portfolio	1-3	Annotated table of contents	250	50
E4-Reflection	1-4	Reflection of writing process	1250	200

Presentations (SLO 2 and 4)

Topic	Evaluated for	Total time	points
Chapter	Effective teaching, and visuals, handout	20	50
Book Presentations	Teach your chapter in FLOW	20	50
	total	30	100

Journals (SLO 1-2)

Journal	Evaluated for	with	points
1	Class notes, quizzes, pre-work	E1	35
2	Class notes, quizzes, pre-work on E2	E2	35
3	Class notes, quizzes, and E3 pre-work	E3	35
	Chapter questions answered in journals		70
		total	175

All other course work

Class work (based on participation in group work, etc) approx.58
 TOTAL POINTS (approx) POSSIBLE **1400**

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. <http://peerconnections.sjsu.edu/>

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.

Course Schedule—May be revised as needed

Some changes are usually necessary to adjust for the pace of the class—this is a best guess

Week	Day/	Activities, homework
1	Thurs Aug 22 (1)	Intros, Course overview Meyers Briggs and contract <u>Homework:</u> Essay 1 Pre-work , read the prompt: outline key points
2	Tues Aug 27 (2)	NOT in Classroom—in IS 134— Essay 1 —from pre-work Submitting to Canvas <u>Homework:</u> Read Chapter 1 in Transitions and answer questions in your journal
	Thurs Aug 29 (3)	Groups set up and Group contract designed Chapter 1 discussion—example of instruction Chapter for each group, with questions to answer and teach Explain Essay 2—teaching your chapter Journals turned in (J1) <u>Homework:</u> Read your chapter
3	Tues Sept 3 (4)	<i>Journals Returned</i> Lecture: purpose of intro and thesis In class writing on E2: introduction and thesis Present contract for group with group picture IF time: Design presentation for chapter w group B <u>Homework:</u> Type your introduction-thesis; write the topic sentences for the body paragraphs.
	Thurs Sept 5 (5)	Peer review E2 Introduction and thesis, topic sentences (typed) Summary and paraphrasing workshop Workshop—thesis to topic sentences in each paragraph Write topic sentences in journal for each paragraph/point <u>Homework:</u> Revise intro, write body paragraphs
4	Tues Sept 10 (6)	<i>Essay 1 Returned</i> Workshop—for TOC work Peer review all of E2, body paragraphs Workshop on conclusion as outcome—lessons learned <u>Homework:</u> go over TOC notes from E1 to correct all previous issues and note new ones from peer reviews, add conclusion
	Thurs Sept 12 (7)	E2 Due in Canvas by Friday Night, Journal turned in (J2) Presentation workshop—preparation <u>Homework</u> Read FLOW— CHAPTER 1 (highlight key points)

5	Tues Sept 17 (8)	<i>Journals returned</i> E2 chapter Presentations (teaching the chapter) Flow, class discussion <u>Homework:</u> summarize Flow, Chapter 1 in journal
	Thurs Sept 19 (9)	E2 chapter Presentations (teaching the chapter) Essay 3—prompt and discussion <u>Homework:</u> Read FLOW CHAPTER 2 (highlight key points, Outline in journal)
6 Confer- ences	Tues Sept 24 (10)	E2 a returned—in individual conference, Room _____ Homework: <i>Revise E2 per conference notes—for peer review</i> And Read FLOW, Chapter 3 (highlight key points, summarize in journal)
	Weds Sept 25	E2a Returned—in individual conference, Room _____ <u>Homework:</u> <i>Revise E2 per conference notes—for peer review</i> And Read FLOW, Chapter 3 (highlight key points, summarize in journal)
	Thurs Sept 26 (11)	E2a Returned—in individual conference, Room _____ <u>Homework:</u> <i>Revise E2 per conference notes—for peer review</i> And Read FLOW, Chapter 3 (highlight key points, summarize in journal)
7	Tues Oct 1 (12)	E2b Peer review and TOC work <i>Revision discussion.</i> <i>Lecture—FLOW chapters 1-3</i> <u>Homework:</u> <i>Revise E2 per peer notes and TOC work</i>
	Thurs Oct 3 (13)	Midterm –on FLOW 1-3 New Groups formed for E3, discussion of the book: FLOW Essay 3 FLOW—organization of ideas, component parts. Homework: E2b Revision Due Friday night Read FLOW, Chapter 4 (highlight key points, summarize in journal)
8	Tues Oct 8 (14)	[IS 134] In Class essay—summary of Flow chapters 1-4) <u>Homework:</u> Read your Chapter of FLOW highlight key points, summarize in journal) <u>Hand out Essay 3 assignment sheet</u>
	Thurs Oct 10 (15)	Read over the assignment E3a Peer review –from in class essay work. Including experience—analysis of original concepts as applied to your life. <u>Homework:</u> Revise E3 per peer work; add specific chapter summary and body paragraphs.
9	Tues Oct 15 (16)	<i>E2b Revision Returned, TOC work in class</i> Review E3a –as it is so far. Conclusion—about the book. Citation—very quickly <u>Homework:</u> Revise and add conclusion
	Thurs Oct 17 (17)	Presentation workshop on your chapter <u>Homework:</u> <i>Finish your part of presentation –meet with group</i>

10	Tues Oct 22 (18)	E3 --FLOW Presentations <u>Homework:</u> <i>be sure all presentation notes are in your journal</i>
	Thurs Oct 24 (19)	E3 FLOW Presentations <u>Homework:</u> <i>be sure all presentation notes are in your journal</i> E3a due Friday night, and J3 due in next Tuesday
11	Tues Oct 29 (20)	Essay 4 discussion, explanations <u>Homework:</u> review notes on FLOW for Quiz
	Thurs Oct 31 (21)	Quiz—FLOW (from your presentation notes) Essay 4 workshop <u>Homework:</u> <i>Choose points that you will cover for E4</i>
12 Confer- ences	Tues Nov 5 (22)	<i>E3a Returned—in individual conference, Room_____</i> <u>Homework:</u> <i>update TOC, , revise per discussion, add your chapter summary and analysis</i>
	Weds Nov 6	<i>E3a Returned—in individual conference, Room_____</i> <u>Homework:</u> <i>update TOC, , revise per discussion, add your chapter summary and analysis</i>
	Thurs Nov 7 (23)	<i>E3a Returned—in individual conference, Room_____</i> <u>Homework:</u> <i>update TOC, revise per discussion, add your chapter summary and analysis</i>
13	Tues Nov 12 (24)	Review of TOC so far Open discussion or peer review <u>Homework:</u> <i>Revise E3b per peer suggestions</i>
	Thurs Nov 14 (25)	Peer review of revised E3(b) Discussion – issues with E3b. <u>Homework:</u> <i>Revise E3 grammar, vocabulary, etc</i>
14	Tues Nov 19 (26)	E3b review for grammar, editing. <u>Homework:</u> <i>Revise E3 grammar, vocabulary, etc</i>
	Thurs Nov 21 (27)	TOC work, preparation for E4 Course review, discussion
15	Tues Nov 26 (30)	<i>E3b revision returned</i>
	Thurs Nov 28	Thanks Giving
16	Tues Dec 3 (31)	TOC due Course review, grade check (without E4, toc) <u>Homework:</u> finish E4
	Thurs Dec 5 (32)	E4 Due in Canvas by Friday night All makeup work (agreed upon in conferences) due