

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 5, 35, 56, 68, Fall
2013

Instructor: Georgia Saratsiotis
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Office Hours: MW 9:00-11:45 and 1:30- 2:45 by appointment
Class Days/Time: MW 7:30, 12:00, 3:00, and 4:30
Classroom: SH 211, HGH 217, BBC 120, BBC 120

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.

Information available online

You are responsible for reading the following information 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

Textbooks

Colombo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America:*

Cultural Contexts for Critical Thinking and Writing. 9th ed. Boston: Bedford SM, 2013. Print.

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W.W. Norton & CO, 2013. Print.

Lunsford, Andrea A. *The Everyday Writer with Exercises*. 5th ed. Boston: Bedford SM, 2013. Print.

Additional Materials

- internet/email/word processing/printing access
- college-level dictionary for in-class and formal essays

- stapler (all homework and papers must be stapled)
- binder clips (assignments with multiple drafts must be clipped together)
- four large green books for in-class essays
- one large yellow book for the final exam

Classroom Protocol

In order to earn participation credit for any class meeting, students must arrive on time with all required texts and materials. Partial credit will **not** be awarded to late students or those without necessary materials. Students who are disrespectful to any member of the class, including the instructor, will be asked to leave without participation credit.

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.

Participation and Quizzes: 10% of the overall grade will be determined by participation in this class. In order to earn all possible points within this category, students must readily contribute to class discussions through questions, comments, and active listening. Students must show that they have been keeping up with the assignments by participating in class discussions and completing in-class work and quizzes. Those who come to class late or without the assigned materials can expect to earn no participation points for the day.

Cultural Myth Project: All students will be required to examine and report on one cultural myth from our textbook *Rereading America*. This report will be worth 5% of the final course grade. It will consist of a short writing response done individually and a group presentation. Detailed instructions will be provided during the first class meeting.

In-Class Essays: Students will write **four** in-class essays throughout the semester, the first being a diagnostic evaluation that will not be graded. The subsequent three in-class essays will each be worth 5% of the overall grade for a total of 15%. In-class essays missed will be lowered by one letter grade every day that they are late, including weekends. **Note that I will only be available for make-up in-class essays on Mondays and Wednesdays.**

Formal Essays: Students will write **three** formal essays in this class. Each essay will be worth 10% of the final grade. All formal essays must be written in 12-point Times New Roman font with 1" margins, must be double spaced, and must follow MLA guidelines. The length requirement for each essay is indicated on the list of assignments. Late papers will be marked down one grade for every day they are late, including weekends. Papers must be turned in at the beginning of class on the day they are due.

Formal essays must be turned in to TurnItIn.com, which is an online plagiarism

detection service that scans essays for references to online sources, including papers submitted to SJSU or other universities and papers bought online. Instructions for turning in essays to this site will be provided and discussed in class prior to the first formal essay due date.

- **Papers turned in late to turnitin.com will receive a late grade.**
- **Papers handed to the instructor after class will receive a late grade.**
- **All drafts must be attached with a binder clip, or the assignment will not be accepted and earn a late grade.**
- **All students must take part in the peer review process for each formal paper. Final papers submitted without a peer-reviewed rough draft or peer review sheet will be lowered by one full letter grade.**

Reading Responses: Students must submit **10** reading responses as homework. Homework must be turned in at the beginning of the class day under which it is listed on the schedule of assignments. Together, these responses will comprise **20%** of the final grade and must be 150 words each. Reading responses will appear as “RR” on the syllabus. These short discussions should analyze arguments presented in one or more articles students choose to discuss from *Rereading America*, not including the chapter introductions. Students may only respond to articles that have been assigned since the last “RR” due date. Therefore, responses to articles assigned earlier in the semester will earn no credit. All responses must be typed and must conform to the same formatting standards as formal essays. Each reading response must be numbered appropriately or it will not be accepted. **Reading responses not submitted on time will receive no credit.**

Final Exam: All students must take the final exam on Saturday, December 7th in order to pass English 1A. This exam is worth 20% of the final grade. Bring an unmarked yellow exam booklet, black or blue pens, and a standard, non-electric dictionary.

Extra Credit: There is no extra credit in this class. Keep track of your grade throughout the semester by paying careful attention to grades earned on each assignment returned to you. Getting help from the instructor and tutors will ensure that your writing improves with each assignment and that you are more likely to earn the grade you desire by the end of the semester.

Final Grade Calculations:

Participation: 10%

Cultural Myth Presentation 5%

3 In-Class Essays: 15%

3 Formal Essays: 30%

10 Reading Responses: 20%

Final Exam: 20%

Student 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. 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.

Peer Connections

Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students. They encourage students to become independent learners who are engaged with their campus experience. Their mentors and tutors are SJSU students, just like you - they understand the challenges you may be facing, and will assist you to the best of their abilities. They offer mentors, tutoring, and workshops. Information regarding these services can be found at <http://peerconnections.sjsu.edu>

SJSU Writing Center

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. The 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/>.

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](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

English 1A, Fall 2013, Course Schedule

This schedule is subject to change. I will announce all schedule changes in class. Attend class on time regularly to ensure that you are aware of schedule changes, and contact classmates for updates if you must miss class.

RA = *Rereading America*

NFGW = *The Norton Field Guide to Writing*

RR = Reading Response

SLO 1-4 = Student Learning Objectives (as defined by the university)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 21	Introduction to English 1A
2	Aug. 26	Diagnostic Essay: Bring large blue book(s), pens, and a dictionary (SLO 3,4)
	Aug. 28	RA: "Thinking Critically, Challenging Cultural Myths"(1-15) NFGW: "Rhetorical Situations" (1-23) Syllabus Quiz Sign up for group presentations Formal Paper 1: Argumentative Essay Assigned (SLO 1-4)
3	Sept. 2	Labor Day - Campus Closed
	Sept. 4	Group Presentation: Myths of Gender RA: "True Women and Real Men" Chapter introduction (375) "From Fly-Girls to Bitches and Hos" (455) NFGW: "Quoting, Paraphrasing, and Summarizing" (462-474) "Acknowledging Sources, Avoiding Plagiarism" (475-479) (SLO 1-4) RR 1 Due
4	Sept. 9	RA: "'Two Ways a Woman Can Get Hurt': Advertising and Violence" (420) NFGW: "Documentation" and "MLA Style" (480-494) (SLO 1-4)

Week	Date	Topics, Readings, Assignments, Deadlines
	Sept. 11	RA: "Becoming Members of Society: Learning the Social Meanings of Gender" (387) NFGW: "Arguing a Position" (119-134) = OPTIONAL (These are examples of argumentative essays) (135-149) = Required Reading (SLO 1-4) RR 2 Due
5	Sept. 16	RA: "Bros Before Hos": The Guy Code" (461) and "Girl" NFGW: "Arguing" (323-341) (SLO 1-4)
	Sept. 18	RA: "Weeping for the Lost Matriarchy" (396) and "How the Americans Understand the Equality of the Sexes" (380) NFGW: "Beginning and Ending" (299-311) (SLO 1-4) RR 3 Due
6	Sept. 23	In-class Essay 1 (SLO 3,4)
	Sept. 25	NFGW: "Guiding Your Reader" (312-317) Formal Paper 1: Argumentative Essay Due for Peer Review (SLO1-4)
7	Sept. 30	Group Presentation: The Myth of the Melting Pot RA: "Created Equal": Chapter introduction (493) and "From Notes on the State of Virginia" (497) and "Loot or Find: Fact or Frame?" (524)
	Oct. 2	Formal Paper 2: Cause and Effect Essay Assigned (SLO 1-4) RA: "Barack Obama: Miles Traveled, Miles to GO" (540) and "Models of American Ethnic Relations: A Historical Perspective" (565) Formal Paper 1: Argumentative Essay Due (SLO 1-4)
8	Oct. 7	RA: "Causes of Prejudice" (504) and "Deconstructing America" (593) NFGW: "Analyzing Causes and Effects" (318-322) (SLO 1-4)
	Oct. 9	Group Presentation: American Myths of Freedom RA: "Land of Liberty" Chapter introduction (617) and "The Declaration of Independence..." (624) and "Freedom is Intended as a Challenge" (631) NFGW: "Reading Strategies" (396-405) RR 4 Due

Week	Date	Topics, Readings, Assignments, Deadlines
9	Oct. 14	RA: “ <i>From Taking Liberties. . .</i> ” (685) and “George Orwell...Meet Mark Zuckerberg” (707) NFGW: “Reading Strategies” continued (407-413)
	Oct. 16	RA: “Slavery in the Land of the Free” (721) and “Great Citizenship” (750) NFGW: “Writing as Inquiry” (251-254) RR 5 Due
10	Oct. 21	In-Class Essay 2
	Oct. 23	Group Presentation: The Myth of Individual Opportunity RA: “Money and Success” Chapter introduction (241) and “From Ragged Dick” (246) and “Horatio Alger” (260) and “Class in America - 2009” (281) NFGW: “Generating Ideas and Text” (259-265) (SLO 4) RR 6 Due
11	Oct. 28	Formal Paper 2: Cause and Effect Essay Due for Peer Review (SLO 1-4)
	Oct. 30	RA: “Generation R: The Changing Fortunes of America’s Youth” (299) and “Framing Class, Vicarious Living, and Conspicuous Consumption” (314) NFGW: “Drafting” (266-268) (SLO 1, 2) RR 7 Due
12	Nov. 4	Formal Paper 3: Process Analysis Essay Assigned (SLO 1-4) RA: “The New American Divide” (347) and “From the Great Divergence” (356) NFGW: “Assessing Your Own Writing” (269-274) Formal Paper 2: Cause and Effect Essay Due (SLO 1-4)
	Nov. 6	Group Presentation: The Myth of Education and Empowerment RA: “Learning Power” Chapter introduction (103) and “From Report of the Massachusetts Board of Education, 1848” (110) NFGW: “Explaining Processes” (382-386) RR 8 Due
13	Nov. 11	Veteran’s Day - Campus Closed

Week	Date	Topics, Readings, Assignments, Deadlines
	Nov. 13	RA: RA: “Idiot Nation” (121) and “Against School” (141) NFGW: “Getting Response and Revising” (275-279) “Editing and Proofreading” (282) (SLO 1,2) RR 9 Due
14	Nov. 18	RA: “From Social Class and the Hidden Curriculum of Work” (163)
	Nov. 20	In-Class Essay 3
15	Nov. 25	RA: “Still Separate, Still Unequal” (201) and “Learning to Read” (189)
	Nov. 27	RA: “College at Risk” (219) and “Underground Undergrads” (229) RR 10 Due
16	Dec. 2	Formal Paper 3: Process Analysis Essay Due for Peer review (SLO 1-4)
	Dec. 4	Final Exam Preparation
17	Dec. 7	Final Exam (Time and location TBA)
	Dec. 9	Formal Paper 3: Process Analysis Essay Due