

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 75, Fall 2013**

|                         |  |
|-------------------------|--|
| <b>Instructor:</b>      | John Hessler   |
| <b>Office Location:</b> | FO 105   |
| <b>Telephone:</b>       | 650-714-2130   |
| <b>Email:</b>           | jghessler@gmail.com  |
| <b>Office Hours:</b>    | Thurs 5:30-6:00 pm; 8:45-9:00 pm                               |
| <b>Class Days/Time:</b> | Thurs 6:00-8:45 pm   |
| <b>Classroom:</b>       | Boccardo Business Center (BBC) 124                             |
| <b>Prerequisites:</b>   | English Proficiency Test or approved substitute course for EPT |
| <b>GE Category:</b>     | Written Communication A2                                       |

**Faculty Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be distributed by email from the instructor, and some may appear on Canvas. You are responsible for providing a functioning email address to the instructor (if different from the email address registered in your PeopleSoft account) and regularly checking that email account for communications from the instructor.

**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.

## Course Content

**Writing:** Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires appropriately sequenced essays totaling a minimum of 8000 words. This minimum requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments. However, it can include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not a simple “correcting” of mechanical errors noted on the original. At least three (but

no more than four) essays shall be written in class. How the 8000-word minimum will be met and distributed is clearly indicated on greensheets.

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

**Reading:** Reading for the course shall be extensive and intensive and include useful 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 element of the course.

**Diversity:** Assignments (both reading and writing) shall 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.

**Tutoring:** San Jose State University provides students with free tutoring at the Learning Assistance Resource Center (LARC) and at the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use these services; it is a common myth that these services are for "dumb" students, but no published author made it without another pair of eyes on her/his work.

LARC is located under the 10th Street parking garage in SSC 600. (408) 924-2587

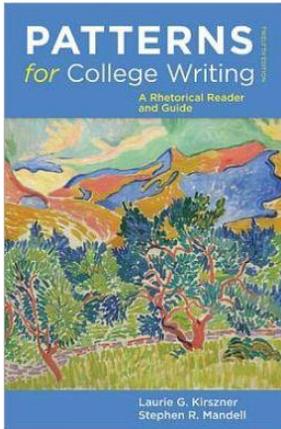
The Writing Center is located on the first floor of Clark Hall in Room 126. (408) 924-2308. You can schedule an appointment here: <http://www.sjsu.edu/writingcenter>

**The University Essay Final Exam:** A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course. **DATE: Saturday, Dec 7, 8 a.m.**

**Grading:** A-F. This class must be passed with a C or better to move on to Core GE Area A2 to satisfy the prerequisite for English 1B (C- is not acceptable). A passing grade in the course signifies that the student is a capable college-level writer and reader of English. The department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

## Required Texts/Readings

### Textbooks

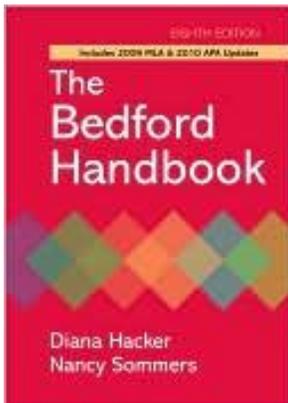


### **Patterns for College Writing: A Rhetorical Reader and Guide/ Edition 12 by Laurie Kirszner & Stephen Mandell**

ISBN-13: 9780312676841

PUB. DATE: 2012

PUBLISHER: Bedford/St. Martin's



### **The Bedford Handbook with 2009 MLA and 2010 APA Updates/ Edition 8 by Diana Hacker , Nancy Sommers**

ISBN-13: 9780312652692

PUB. DATE: December 2009

PUBLISHER: Bedford/St. Martin's

Available at Spartan Bookstore, or at any of the major online book purveyors.

### **Other Readings**

Intermittent readings provided by the instructor, usually PDF files via email or Canvas.

## Classroom Protocol

Please do not bring food or drink (other than water) into the classroom.

Students are expected to turn their cell phones off or put them on vibrate mode while in class. They are expected not to answer their phones or engage in messaging during class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

In the classroom, students are expected to use computers only for class-related activities. These include activities such as taking notes on the lecture underway or finding web sites to which the instructor directs students. Students who use their computers for other activities may be asked to leave the class and will lose participation points for the day, and can be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.)

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. See <http://info.sjsu.edu/static/catalog/policies.html> for policies, [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) for add/drop deadlines, and <http://www.sjsu.edu/aars/policies/latedrops/policy/> for the Late Drop policy. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

In a participation-intensive course like this one, your consistent, active participation is crucial. Not only does your focused and engaged presence contribute to your grade, it will also make you a better learner and member of this class. Should an emergency arise, please contact me to see whether alternate arrangements can be made. Writing assignments are subject to a letter-grade penalty if late. Late work can be handed in up to the next class meeting. Missed work is recorded as an F.

|  |                                    |
|--|------------------------------------|
| Six major essays (600 words/ea)            | 300 pts                            |
| Seven essay summaries (300 words/ea)       | 140 pts                            |
| In-class exercises and class participation | 120 pts                            |
| Two in-class essays (500 words/ea)         | 80 pts                             |
| Final Exam                                 | 160 pts                            |
| Total points for the semester              | 800 pts (totals subject to change) |

Please pay particular attention to the due dates for rough drafts of the six major essays. If you do not submit a rough draft and participate in the peer review on the date due, your grade for the final draft will be marked down a letter grade.

## **University Policies**

### **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.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

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 [Disability Resource Center](http://www.drc.sjsu.edu) (DRC) at <http://www.drc.sjsu.edu> to establish a record of their disability.

## **Student Technology Resources**

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.

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.

## **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](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

## **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. 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) is located at <http://www.sjsu.edu/writingcenter>

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> 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/>

## **Important SJSU dates Fall 2013**

|           |              |  |
|-----------|--------------|--|
| Wednesday | August 21    | First Day of Instruction-Classes Begin               |
| Monday    | September 2  | Labor Day - Campus Closed                            |
| Tuesday   | September 3  | Last Day to Drop Courses                             |
| Tuesday   | September 10 | Last Day to Add Courses & Register Late              |
| Monday    | November 11  | Veteran’s Day - Campus Closed                        |
| Wednesday | November 27  | Classes that start at 5:00 PM or later will not meet |
| Thursday  | November 28  | Thanksgiving Holiday - Campus Closed                 |
| Friday    | November 29  | Rescheduled Holiday - Campus Closed                  |
| Saturday  | December 7   | English1A Final Examination                          |
| Monday    | December 9   | Last Day of Instruction – Last Day of Classes        |
| Tuesday   | December 10  | Study/Conference Day / Holistic Grading Day          |
| Wed-Tues  | Dec 11-17    | Final Exams Week                                     |
| Wednesday | December 18  | Final Examination Make-Up Day                        |
| Friday    | December 20  | Grades Due From Faculty - End of Fall Semester       |

## English 1A, Fall 2013, Course Schedule

| Week | Date       | Topics, Readings, Assignments, Deadlines  |
|------|------------|---|
| 1    | Thurs 8/22 | <p>Overview of class<br/>Interviews &amp; Introductions<br/>In-class diagnostic writing quiz – 300 words, SLO 1/2/3/4</p> <p><b>Assignments for 8/29:</b><br/>Read <i>Patterns</i>, chaps 1-2<br/>Read, analyze, respond: George Orwell handout “Politics and the English Language” – 350 words, SLO 1/2/3/4 – 20 pts<br/>Writing assignment: Self-introduction – 350 words, SLO 1/2/3/4 – 20 pts</p>   |
| 2    | Thurs 8/29 | <p>Submit Orwell analysis and Self-introduction essay<br/>Class discussion: Orwell excerpt &amp; review of diagnostic quiz<br/>Lecture: The Written Word &amp; Why Correctness Matters</p> <p><b>Assignments for 9/5:</b><br/>Read: <i>Patterns</i>, pgs 97-108 of chap 6, “Narration”<br/>Read, analyze, respond: “Only Daughter” – in <i>Patterns</i>, pgs 111-115 – 300 words, SLO 1/2/3/4 – 20 pts<br/>Essay #1 (narration): rough draft for peer review – 350 words, SLO 1/2/3/4</p> |
| 3    | Thurs 9/5  | <p>Submit essay analysis “Only Daughter”<br/>Class Discussion: the Logic of Narration<br/>Lecture: What Makes a Paragraph a Paragraph?<br/>In-class exercise: rough draft peer review of Essay #1 (150 words, SLO 1/2/3) – 10 pts</p> <p><b>Assignments for 9/12:</b><br/>Read: <i>Patterns</i>, chap 3 &amp; pgs 151-169 of chap 7, “Description”<br/>Essay #1 (narration): final draft – 600 words, SLO 1/2/3/4 – 50 pts</p>  |
| 4    | Thurs 9/12 | <p>Submit Essay #1<br/>Lecture: The Underpinning Logics of our Thought Processes<br/>Class discussion: The Logic of Description</p> <p><b>Assignments for 9/19:</b><br/>Read: <i>Patterns</i>, chap 4</p>   |

| Week | Date       | Topics, Readings, Assignments, Deadlines  |
|------|------------|---|
|      |            | <p>Read, analyze, respond: “The Hidden Life of Garbage” – <i>Patterns</i>, pgs 188-193 – 300 words, SLO 1/2/3/4 – 20 pts</p> <p>Essay #2: (description): rough draft for peer review – 350 words, SLO 1/2/3/4</p>   |
| 5    | Thurs 9/19 | <p>Submit essay analysis: “The Hidden Life of Garbage”</p> <p>Lecture/Discussion: the Logic of Description</p> <p>In-class exercise: rough draft peer review of Essay #2 (150 words, SLO 1/2/3) – 10 pts</p> <p><b>Assignments for 9/26:</b></p> <p>Read: <i>Patterns</i>, pgs 211-225 of chap 8, “Exemplification”</p> <p>Essay #2 (description): final draft – 600 words, SLO 1/2/3/4 – 50 pts</p>  |
| 6    | Thurs 9/26 | <p>Submit Essay #2</p> <p>Lecture/Discussion: The Logic of Exemplification</p> <p><b>Assignments for 10/3:</b></p> <p>Read: <i>Patterns</i>, chap 5</p> <p>Read, analyze, respond: “Why Looks Are the Last Bastion of Discrimination” – <i>Patterns</i>, pgs 246-252 – 300 words, SLO 1/2/3/4 – 20 pts</p> <p>Essay #3 (exemplification): rough draft for peer review – 350 words, SLO 1/2/3/4</p>  |
| 7    | Thurs 10/3 | <p>Submit essay analysis: “Why Looks Are the Last Bastion of Discrimination”</p> <p>Lecture/Discussion: the Logic of Exemplification</p> <p>In-class exercise: rough draft peer review of Essay #3 (150 words, SLO 1/2/3) – 10 pts</p> <p><b>Assignments for 10/10:</b></p> <p>Read: <i>Patterns</i>, chap 9, “Process,” pgs 263-278, and the 3 examples of Process writing on pgs 286-302</p> <p>Essay #3 (exemplification): final draft – 600 words, SLO 1/2/3/4 – 50 pts</p> |
| 8    | Wed 10/10  | <p>Submit Essay #3</p> <p>Lecture/Discussion: The Logic of Process</p> <p>Collaborative exercise for “Process” (in class), pgs 319-320 – 10 pts</p> <p><b>Assignments for 10/17:</b></p>  |

| Week | Date        | Topics, Readings, Assignments, Deadlines  |
|------|-------------|---|
|      |             | <p>Read, analyze, respond: “The Embalming of Mr. Jones” – <i>Patterns</i>, pgs 303-310 – 300 words, SLO 1/2/3/4 – 20 pts</p> <p>Essay #4 (Process): rough draft rough draft for peer review – 350 words, SLO 1/2/3/4</p>  |
| 9    | Thurs 10/17 | <p>Submit essay analysis – “The Embalming of Mr. Jones”</p> <p>Lecture/Discussion: The Logic of Cause &amp; Effect</p> <p>In-class exercise: rough draft peer review of Essay #4 (150 words, SLO 1/2/3) – 10 pts</p> <p><b>Assignments for 10/24:</b></p> <p>Read: <i>Patterns</i>, pages 321-336 of chap 10, “Cause &amp; Effect,” and 3 exemplary essays starting on pgs 339, 349, and 354</p> <p>Read, analyze, respond: “The Case Against Air Conditioning” – <i>Patterns</i>, pgs 344-348 – 300 words, SLO 1/2/3/4 – 20 pts</p> <p>Essay #4 (process): final draft – 600 words, SLO 1/2/3/4 – 50 pts</p>   |
| 10   | Thurs 10/24 | <p>Submit Essay #4 (Process)</p> <p>Submit essay analysis – “The Case Against Air Conditioning”</p> <p>Collaborative exercise for “Cause &amp; Effect” – 3 examples of cause/effect writing – 10 pts</p> <p><b>Assignments for 10/31:</b></p> <p>Read: <i>Patterns</i>, pgs 371-390 of chap 11, “Comparison &amp; Contrast,” and 2 exemplary essays starting on pg 404 &amp; 417</p> <p>Essay #5 (Cause &amp; Effect): rough draft for peer review – 350 words, SLO 1/2/3/4</p>   |
| 11   | Thurs 10/31 | <p>In-class exercise: rough draft peer review of Essay #5 (150 words, SLO 1/2/3) – 10 pts</p> <p>Lecture/Discussion: The Logic of Comparison &amp; Contrast</p> <p>Collaborative exercise for “Comparison &amp; Contrast” – 2 examples of comparison/contrast writing – 10 pts</p> <p><b>Assignments for 11/07:</b></p> <p>Read, analyze, respond: “Grant and Lee: A Study in Contrasts” – <i>Patterns</i>, pgs 393-398 – 300 words, SLO 1/2/3/4 – 20 pts</p> <p>Reading: <i>Patterns</i>, pgs 435-447 of chap 12, “Classification &amp; Division,” and 2 exemplary essays starting on pg 450 &amp; 460</p> <p>Essay #5 (Cause &amp; Effect): final draft – 600 words, SLO 1/2/3/4 – 50 pts</p> |

| Week       | Date           | Topics, Readings, Assignments, Deadlines   |
|------------|----------------|--|
| 12         | Wed 11/07      | Submit Essay #5<br>Submit essay analysis: “Grant and Lee: A Study in Contrasts”<br>Lecture/Discussion: The Logic of Classification & Division<br>Collaborative exercise for “Classification & Division” – 2 examples of classification/division writing – 10 pts<br><b>Assignments for 11/14:</b><br>Read, analyze, respond: “The Ways We Lie” – <i>Patterns</i> , pgs 474-483– 300 words, SLO 1/2/3/4 – 20 pts<br>Read: <i>Patterns</i> , chap 14, “Argumentation,” pgs 559-574<br>Essay #6 (Classification & Division): rough draft for peer review – 350 words, SLO 1/2/3/4 |
| 13         | Thurs 11/14    | Submit essay analysis: “The Ways We Lie”<br>In-class exercise: rough draft peer review of Essay #6 (150 words, SLO 1/2/3) – 10 pts<br>Lecture/Discussion: Argumentation<br><b>Assignments for 11/21:</b><br>Essay #6 (Classification & Division): final draft – 600 words, SLO 1/2/3/4 – 50 pts  |
| 14         | Thurs 11/21    | Submit Essay #6 (Classification & Division)<br>Collaborative activity: Argumentation<br>In-class essay – 500 words, SLO 1/2/3/4 – 40 pts   |
| 15         | Thurs 11/28    | Thanksgiving Day – academic holiday  |
| 16         | Thurs 12/05    | Collaborative activity: Argumentation<br>In-class essay – 500 words, SLO 1/2/3/4 – 40 pts<br>Course wrap-up & farewell   |
| Final Exam | Saturday 12/07 | 8:00am – 10:00am, location TBD   |