

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 08, Spring 2013

Instructor:	Jessica Arnold
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Office Hours:	M 10:30-11:45am and by appointment
Class Days/Time:	M & W 9am-10:15am
Classroom:	Dudley Moorhead Hall 354
Prerequisites	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my web page at <https://sites.google.com/site/arnoldenglish1a/>
You are responsible for regularly checking with the messaging system through MySJSU, D2L, and your chosen email address.

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.

This section will focus on public versus personal literacy. We will explore the different kinds of literate practices expected of you in your personal life, your civic life, and your academic life. We will look at writing as an inquiry based process, and will use writing to engage with our various discourse communities. All of your work will become part of your portfolio, which will serve as a record of the progress you have made as a writer throughout the semester. Rather than assess your writing with a final exam, you will be assessed on this portfolio in combination with a final reflective analysis essay.

Course Philosophy

In English 1A we will create an academic community of writers in our own classroom. As a community we will develop our critical thinking and approach writing as an inquiry based process – not a product. While we will read published texts outside of class, the main focus of our daily activities will be on our own responses (both written and verbal) to our readings. We will use writing and reading as a means of engaging intellectually with each other and increasing the breadth of our individual knowledge. This is not a lecture based class, but a collaborative community based on experiential learning. Therefore, it is essential to the well being and success of our community that you are present every day in order to write and discuss your own texts, the texts of your peers, and the assigned texts. Plan on becoming an engaged member of this writing community, and remember, have fun!

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.

Class Specific Learning Goals: By the end of the semester students should be able to:

- A. Engage in collaborative, participatory writing activities that demonstrate an understanding of the academic community.
- B. Participate, through writing and discussion, in college level discourse on the subject of writing.
- C. Analyze the writing process, including writing tools and genres.
- D. Demonstrate the ability to reflect on your own writing strategies and choices.

Required Texts/Readings

Textbook

The Curious Writer: Concise Edition, 3rd ed. Bruce Ballanger. Pearson, 2008.

ISBN: 978-0-205-78019-8

The Brief Bedford Reader, 11th ed. X.J. Kennedy, ed. Bedford/St. Martin's, 2012.

ISBN: 978-0-312-61338-9

The Everyday Writer, 4th ed. Andrea Lunsford. Bedford/St martin's, 2010.

ISBN: 978-0-312-66484-8

Other Readings

Throughout the semester other readings will be assigned, however these will be provided either online or in class.

Other equipment / material requirements

The nature of this course will require regular access to the internet as you are required to upload your final drafts to turnitin.com. There will also be multimodal elements of the class that will necessitate some internet and computer use outside of the classroom. You will also need regular access to a printer. Please talk to me right away if this is a problem.

Class Policies

Attendance

This is a participation based class. During each class session we will be working as a group, and these activities cannot be made up. I will hold you to college level expectations concerning attendance. This means that you need to be in class and ready to participate every day. Should a conflict with your schedule arise you will need to handle this as best you can and communicate clearly and early with me. Habitual tardiness will not be tolerated.

Participation

Participation will be crucial to your success in this class. As this class is based on discussion, group work, and many in class activities, it is imperative that you come to

class prepared to participate. Not understanding the reading and not doing the reading are very different. There are certain days that are more crucial than others, so please look at the calendar carefully when making plans that interfere with class. For example, **if you miss the peer workshop you forfeit any credit on that essay.**

Late Paper Policy

If you know that you cannot be present to turn in a final draft, please contact me to turn the paper in early. Late papers will receive a penalty of a lower grade. All peer workshops are mandatory and every final draft **MUST** be accompanied by a peer revision. You will also be required to keep copies of your peer feedback in your portfolio.

Turnitin.com

All out of class essays must be turned in to turnitin.com as well as in paper format on the due date. Papers not submitted to turnitin.com cannot be graded and therefore will be considered late.

Classroom Etiquette

Because this is a class based on written and verbal communication we will focus on using language effectively. All members of our class need to feel comfortable exploring various modes of communication, and therefore hostile or derogatory speech concerning someone's race, sex, religion, ethnicity, sexual orientation, or intelligence will not be tolerated.

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

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.

Revision Policy: In this portfolio class you are *required to perform at least one major revision of an essay of your choice*. I also encourage you to revise any essay that you feel has potential for growth, remembering that writing is a process and no piece is ever truly finished. Should you need motivation to do the work of revision: you will receive a grade increase of at least one letter grade if the revision meets the following criteria:

A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes.

If you need help with revision, or with understanding the concept of “major revision”, I am happy to help you during office hours.

Major Assignments: **All assignments must be completed to pass the class**

1,000 total points possible (percentage weight listed below)

Grading Scale:

- A = 940 – 1000
- A- = 900 – 939
- B+ = 870 – 899
- B = 830 – 869
- B- = 800- 829
- C+ = 770 – 799
- C = 730 – 769
- C- = 700 – 729
- D+ = 670 – 699
- D = 630 – 669
- D- = 600 – 629
- F = less than 600

Assignment	Due Date	Worth	SLOs and word count
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In Class Diagnostic Essay	1/28	CR/NC	3,4 500 words
The Writing Process Project (including an in class essay)	2/11	50 points	3,4 500 words
Autobiography	2/25	100 points	1,2,3,4 1,250 words
Profile (In class Essay)	3/6	100 points	2,3 500 words
Review Essay: Advertisement Analysis	3/25	100 points	1,2,3,4 1,250 words
Research Proposal	4/29	150 points	1,2,3,4 2,000 words

Major Revision	5/6	100 points	1,2,3,4 1,000 words
Final Reflective Essay with Portfolio	5/13	100 points	1,2,3,4: 1,000 words

Other Assignments

Reading Responses and Reading Quizzes (100-250 word response to readings)	n/a	100 points	A,B
Participation (including free writes, activities, presentations, group work, etc.) *most presentations will be performed with your working group, however some will be individual	n/a	200 points	A,B,C,D

Note on the 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.

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.

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): <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.

SJSU Peer Connections

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. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Estimation of Per-Unit Student Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Recording policies

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

English 1A, Spring 2013, Course Schedule

This class does not have a final exam. The last day of instruction (May 13th) is the final due date for your portfolio.

This schedule is subject to change, with fair notice. If needed, notice will be given in class as well as via email. Check our class website daily for updates and announcements: <https://sites.google.com/site/arnoldenglish1a/>

Reading and Assignment Schedule

BR = Bedford Reader, CW = Curious Writer

Day	Date	Reading Assignment	Writing Assignment	Topic
W	1/23	n/a	n/a	Welcome!
M	1/28	BR: pp. 9-26 (Critical Reading), & pg. 540 (Richard Rodriguez)	In Class Diagnostic Essay	Writing as Inquiry
W	1/30	CW: pp. 3-16	In class free write: the writing process	Writing as Inquiry
M	2/4	CW: pp. 20-29	HW: Work on writing process project	The Personal Writing Process
W	2/6	CW: pp. 49-68	HW: Work on writing process project	The Personal Writing Process
M	2/11	BR: pp. 95-115 (narration)	Reading Response #1 Due Writing process project due, in class essay about project	Tone
W	2/13	CW: pp. 363-382 & Anne Lamott's "Shitty First Drafts"	Reading response #2 Due (to Lamott) In class Interviews	Tone
M	2/18	CW: pp. 383-403	HW: work on rough drafts-bring what you have to class today	Descriptive Detail
W	2/20	Work on rough draft!	Rough Draft of Autobiography Due	Mandatory Peer workshop
M	2/25	Work on final draft!	Final Draft Due	Intro to Civic Literacy and Scavenger Hunt
W	2/27	Reading Provided in Class	Response to Political Rhetoric (in class)	Civic Literacy

			writing)	
M	3/4	BR: pp. 244-249, David Sedaris	Reading Response #3 due	Writing a Profile
W	3/6	“Writing a Profile”	Reading Quiz In Class Essay: Profile	Writing a Profile
M	3/11	CW: pg. 62, pp. 107-114, 126-135 Bring chosen ad to class	Advertisement Analysis (in class)	Intro to Visual Literacy
W	3/13	CW: pp. 215-236	Work on Advertisement Analysis Essay In class: thesis	Visual Literacy
M	3/18	Work on rough drafts	Free Association with ads	Visual Literacy
W	3/20	Work on rough draft!	Rough Draft of Advertisement Analysis Due	Mandatory Peer Workshop
M	3/25	Spring Break: No class-FINAL DRAFT due to turnitin.com TODAY		
W	3/27	Spring Break		
M	4/1	Cesar Chavez Day – no class		
W	4/3	HW due today: presentation on advertisement essay Choose your research topic, begin looking at sources for paper Reading response #5 due: BR: pp. 385-415	2-3 minute presentation on ad analysis Reading Response #5 due Research topic due	Presentations
M	4/8	Read sources for your research topic	Worksheet on scholarly sources	Academic Writing
W	4/10	BR: pp. 465-510	Reading Quiz	Research
M	4/15	CW: pp. 141-159	Take Home Quiz due	Research

		CW: pp. 261-280	3 sources due	
W	4/17	CW: 293-315 & 315-335 & Read sources for your essay	Annotated Bibliography and Abstract due	Research In class: Introduction and thesis
M	4/22	Work on rough draft	Rough Draft Due	Quote Workshop
W	4/24	CONFERENCE DAY	Bring rough draft to conference	Conference
M	4/29	Work on final draft	Final Draft of Research Proposal Due	Major Revision
W	5/1	BR: pp. 488-490 BR: pp. 516-521	Last Reading Quiz!	Revision and Portfolio
M	5/6	Work on major revision	Major Revision Due	Revision and Portfolio
W	5/8	Work on final essay	Rough Draft of Final Essay	Mandatory Peer Workshop
M	5/13	Last Day of Instruction	Portfolio Due with Final Essay	Final Day of Class! Happy Summer!

Important Dates Spring 2013

Wednesday, January 23

First day of instruction for Spring semester

Wednesday, January 23 - Monday, February 11

Late Registration period for Spring semester

Monday, February 4

Last day to drop a class without a "W" grade for Spring

Monday, February 11

Last day to add for Spring

Last day to submit Audit option(PDF)

Last day to submit Credit/No Credit grading option(PDF)

Last day to submit Instructor Drops(PDF)

Tuesday, February 19

Enrollment census date for Spring

Monday, March 25 - Friday, March 29

Spring Recess - no classes

Monday, April 1

Cesar Chavez Day - campus closed

Tuesday, April 23

Last Day to withdraw for Spring

Monday, May 13

Last day of instruction for Spring

Tuesday, May 14

Faculty web access for Spring's grade posting opens at 8:00am

Wednesday, May 15 - Tuesday, May 21

Spring's Final Exams (Exam Schedule)

Friday, May 24

Spring 2013 grades due from Faculty (Preliminary Deadline)

Saturday, May 25

Initial Spring 2013 grades viewable on MySJSU

Commencement

Monday, May 27

Memorial Day - campus closed