

San Jose State University
Department of English and Comparative Literature
English 1A
Spring 2013

Instructor: E. D. Schragg

Office: FO 111

Phone: 924-5019

Email: sweeney.schragg@sjsu.edu

Sec 14 MW 10:30-11:45 BBC 123

Sec 20 MW 12:00-13:15 CL 316

Office hours: Monday and Wednesday 13:45-14:45, and by appointment. You can reach me by phone during office hours, by email when I am not on campus.

Course Description:

English 1A is the first course in SJSU's two-semester lower-division composition sequence (GE Area A2); it provides an introduction to baccalaureate-level composition, with attention to "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.

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 Goals:

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).

Course Texts:

Cohen, Samuel. *50 Essays*. 3rd ed. Boston: Bedford/St. Martin's, 2011.

Hacker, Diana, and Nancy Sommers. *The Bedford Handbook*. 8th ed. Boston: Bedford/St. Martin's, 2010.

A college-level dictionary like *Merriam-Webster's Collegiate Dictionary*.

Course Assignments and Grading Breakdown:

<u>Assignment</u>	<u>Percentage of Total</u>	<u>Minimum Word Count</u>
Argumentative Essay	10%	1,000
Analytical Essay	10%	1,000
Exploratory Essay	10%	1,000
Exploratory Essay Revision	10%	2,000
Final Assignment	10%	1,000
In-class essays	20% (5% for each)	2,000 (500 each)
Grammar	10%	n/a
In-class work (reading responses, quizzes, workshops)	20%	n/a

You must complete all essays and the final assignment in order to pass English 1A. The specifics of the essay assignments will be covered on the assignment sheets.

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.

Grading:

A-F, in which A \geq 93%, A- \geq 90%, B+ \geq 87%, B \geq 83%, B- \geq 80%, C+ \geq 77%, C \geq 73%, C- \geq 70%, D+ \geq 67%, D \geq 63%, D- \geq 60%, and F < 60%. This class must be passed with a C or better to satisfy the prerequisite for English 1B and move on to CORE GE Area C3. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Attendance:

According to University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class." It is simple: If you do not attend class regularly, you will not do well.

Late Work:

Unless you make arrangements prior to the class meetings in which they are due and cite compelling reasons, all out-of-class assignments must be turned in when indicated on the schedule, and you will be penalized one-third of a letter grade for each day they are late. I do *not* accept email submissions. No regular in-class work may be made up, including that missed because you were tardy. In-class essays may be made up only at my discretion.

Policy for Syllabi:

You are responsible for reading the English 1A course guidelines, the university policies for dropping and adding classes, grading, maintaining academic integrity, and complying with ADA, and the information about student learning resources online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Schedule:

This schedule is a plan. Since, as Robert Burns put it, "the best laid schemes o' mice an' men [and presumably women] gang aft a-gley," be prepared for changes. You are responsible for all material covered and assigned in class, whether it appears on the schedule or not. Keep in touch. Complete the reading assignments for the class date on which they appear. Print out the reading assignments on Desire2Learn (D2L) and bring to class.

- Jan 23 Instructor's expectations and assumptions made plain.
- Jan 28 DIAGNOSTIC IN-CLASS ESSAY—bring bluebook (SLO 1,2,3,4).
- Jan 30 Reading: "Introduction for Students: Active Reading, Critical Thinking, and the Writing Process" (50 Essays 1-10) (SLO 1);
"Choose a suitable pattern of organization" (Bedford 67-75) (SLO 1);
Elizabeth Kolbert (D2L);
ARGUMENTATIVE ESSAY ASSIGNED (SLO 1,2,3,4);
Grammar in Bedford: 19 Sentence fragments, 20 Run-on sentences (SLO 3).
- Feb 4 Reading: Aristotle (D2L);
"Constructing reasonable arguments" (Bedford 104-111);
"Anticipate objections; counter opposing arguments"; "Build common ground" (Bedford 111-14) (SLO 1);
Grammar in Bedford: 21 S-V agreement, 27 Standard English verb forms (SLO 3).
- Feb 6 Reading: Michael Pollan (50 Essays 300-306);
Verlyn Klinkenborg (50 Essays 234-238);
Grammar in Bedford: 22 Pronoun-antecedent agreement, 23 Pronoun reference, 24 Pronoun Case (SLO 3).
- Feb 11 Reading: Clergymen's Letter (D2L);
Martin Luther King, Jr. (50 Essays 203-220);
Grammar in Bedford: 26 Adjectives and adverbs (SLO 3).
- Feb 13 Reading: Ernest Hemingway (D2L) (print out and we will read in class) (SLO 3);
Grammar Quiz (SLO 3).
- Feb 18 Reading: "Clarifying the point of view" (Bedford 46-49) (SLO 1);
"Use standard academic formatting" (Bedford 738-40) (SLO 1);
ARGUMENTATIVE ESSAY PEER-REVIEW WORKSHOP (SLO 1).
- Feb 20 ARGUMENTATIVE ESSAY DUE (SLO 1,2,3,4);
IN-CLASS ESSAY—bring bluebook (SLO 1,2,3,4).
- Feb 25 Reading: "Writing about texts" (Bedford 86-103) (SLO 2);
Marie Winn (50 Essays 438-447);
James Libby (D2L);
ANALYTICAL ESSAY ASSIGNED (SLO 1,2,3,4);
Grammar in Bedford: 9 Parallelism (SLO 3).
- Feb 27 Reading: Jonathan Swift (50 Essays 387-395);
"Evaluating arguments" (Bedford 118-128);
Grammar in Bedford: 11 Mixed constructions (SLO 3).

- Mar 4 Reading: For most types of writing, draft an introduction that includes a thesis (*Bedford* 25-31);
Susan Sontag (*50 Essays* 373-378);
Grammar in *Bedford*: 12 Misplaced and dangling modifiers (SLO 3).
- Mar 6 Reading: Rachel Carson (*50 Essays* 83-90);
Grammar in *Bedford*: 13 Shifts (SLO 3).
- Mar 11 Reading: Jonathon Schaff (*50 Essays* 11-14);
Grammar Quiz (SLO 3).
- Mar 13 ANALYTICAL ESSAY PEER-REVIEW WORKSHOP (SLO 1).
- Mar 18 ANALYTICAL ESSAY DUE (SLO 1,2,3,4);
IN-CLASS ESSAY—bring bluebook (SLO 1,2,3,4).
- Mar 20 Reading: Julia Wheatley (D2L);
EXPLORATORY ESSAY ASSIGNED (SLO 1,2,3,4).
- Mar 25-
Mar 29 *SPRING RECESS*
- Apr 1 *CESAR CHAVEZ DAY*
- Apr 3 Reading: Al Young (two on D2L);
Zora Neale Houston (*50 Essays* 182-186).
- Apr 8 Reading: James Baldwin (*50 Essays* 50-71).
- Apr 10 Reading: "Workshop Etiquette" and "Workshop Logistics" (D2L);
"Make global revisions; then revise sentences" (*Bedford* 35-51);
EXPLORATORY ESSAY DUE (SLO 1,2,3,4);
Grammar Test (SLO 3).
- Apr 15 EXPLORATORY ESSAY WORKSHOP #1 (SLO 1).
- Apr 17 EXPLORATORY ESSAY WORKSHOP #2 (SLO 1).
- Apr 22 EXPLORATORY ESSAY WORKSHOP #3 (SLO 1).
- Apr 24 EXPLORATORY ESSAY WORKSHOP #4 (SLO 1).
- Apr 29 EXPLORATORY ESSAY WORKSHOP #5 (SLO 1).
- May 1 EXPLORATORY ESSAY REVISION DUE (SLO 1,2,3,4);
IN-CLASS ESSAY—bring bluebook (SLO 1,2,3,4).
- May 6 FINAL REFLECTION ASSIGNED;
Grammar Test (SLO 3).
- May 8 Final Reflection preparation.
- May 13 FINAL REFLECTION DUE;
All graded work returned; post mortem on the semester.