

San José State University
ENGL 1A: Composition 1 (GE A2) – Spring 2013

Section 18 T/R 10:30-11:45am BBC 221

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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 experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Our class will be modeled as a composition workshop, arming you with the necessary tools for successful academic writing through persistent, systematic practice. 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

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.

Required Texts and Materials

Everyone's an Author (with readings) by Lunsford, Brody, Ede, Moss, Papper, and Walters. 1st ed. New York: Norton, 2013. ISBN: 978-0-393-93211-9

The Everyday Writer by Andrea A. Lunsford. 4th ed. Boston: Bedford/St. Martin's, 2009. ISBN: 978-312-59457-2

You will also need a folder to keep all written assignments, a green book, and internet access. We will have a class website with all of the assignments, rubrics, announcements, and updates to the schedule.

Assignments

Writing: You will do a significant amount of writing, in various forms, for this course. Writing assignments are designed to help you practice prewriting, organizing, writing, revising, and editing. There will be eight essays (four in-class and four out-of-class) totaling a minimum of 8000 words, **all of which are required to pass this course**. Out-of-class essays must be typed (Times New Roman, 12 point font) and double-spaced using MLA format.

- *In-class essays* (SLO 2): You must bring a green book for each essay (most students use the same one for the entire semester).
- *Out-of-class essays* (SLO 1-4): Be aware that your grade in this class depends on how well you do on these essays. At the same time, I want to stress that this is your chance to make mistakes and grow as an academic, a writer, and a critic. After ENGL 1A, you will only take about two more courses that specifically address your writing skills (unless you're an English major). Use this time to challenge yourself to meet a higher standard.
- *Turnitin.com*: All out-of-class papers must be submitted to turnitin.com the day the paper is due. The class code and password will be given out before the first out-of-class essay.

Reading: You will be reading a variety of published works by men and women of many cultural and economic backgrounds; you are encouraged to engage with the texts to recognize the components of excellent writing. Copies or web addresses of outside texts, including videos or images, will be provided as necessary. There may be quizzes or reading responses required for any or all readings.

Participation: Student participation will play an integral role in this course. You are expected to come to each class having read the material, ready to contribute to discussions and activities. Assignments that fall under participation include:

- *Writing Partners Project* (SLO 4): Throughout the semester, we will be corresponding with a class of 5th graders at Anne Darling Elementary School as part of a writing-with-the-community project.
- *Workshops* (SLO 1,2,3): We will have a variety of workshops throughout the semester to help strengthen your essays and composition skills. Workshops will occur fairly regularly, and will include writing from the paragraphs to complete essays.
- *Essay Shares* (SLO 2,4): Be prepared to share out-of-class work in informal presentations.
- *Reading responses and freewriting/journal writing* (SLO 1,2,3): We will do a mixture of these informal writing assignments during each class session. You will be also asked to write 1-2 page informal responses or practical exercises for homework throughout much of the semester.
 - While I encourage you to treat your notebook as a space to freely express yourself, you may occasionally be asked to share your freewrites with me and/or your peers. Try to write on issues/experiences that you feel comfortable talking about.

Final Exam: 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.

Conferences/Open Door Policy: This course requires at least one formal conference regarding an out-of-class essay. Make an appointment at least forty-eight hours prior to the conference, whether it will occur in my office or through chat. I encourage you to contact me, online or off, any time you have questions or need some direction in your writing. However, keep in mind that if you email me at 2 AM about an essay that will be due 8 hours later, you probably won't get a response in time.

Late Policy: If you do not attend class on the day of your presentation, workshops, or in-class essays, you will earn an "F" on those assignments. *If you know you will miss class for a planned event or emergency, please speak to me and we can work out an alternate due date.*

Electronic Devices: All electronic devices – including cell phones, iPods, laptops, iPads, etc. – must be kept in your bag. This policy applies unless stated otherwise.

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.

A+	100 – 97	B+	89 – 87	C+	79 – 77	D+	69 – 67	F	59 – 0
A	96 – 93	B	86 – 83	C	76 – 73	D	66 – 63		
A-	92 – 90	B-	82 – 80	C-	72 – 70	D-	62 – 60		

Grade Breakdown	Weight (%)	Word Count
Workshops and Homework	30	
In-class essays	20	2600 (650 x 4)
Digital Narrative Project	10	1200
Argument Essay	15	1500
Revision Essay	15	1500
Reflection (Final)	10	1200

Except for the Writing Sample, all essays will be graded on the Departmental Grading Policy and commented upon. Comments are intended to help you improve your writing, and are a teaching tool. You are expected to read all comments and make changes accordingly. Essays will be graded according to the following criteria:

A= Excellent: The "A" essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The "B" essay is less precise and not as convincing as the "A" paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The "C" essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The "D" essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The "F" essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Other Resources

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 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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information (peerconnections.sjsu.edu) and be sure to come see us!

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 is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

University Policies: For University policies on adding and dropping, academic integrity, and plagiarism, refer to the catalog policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>

Course Schedule

Refer to the class website for changes in schedule.

Due dates for WP letters will be announced.

Date	Topic	Homework due
R 1/24	Introductions; Things from a Hat	None
T 1/29	Writing Sample	Bring green book
R 1/31	Rhetoric & Writing Process; Commas I	Ch 1 (5-17) & 3 (24-8); Graff “Hidden Intellectualism” (787-92)
T 2/5	Academic Reading; Commas II	Ch 13 (275-84, 303-4); Ch 14 (305-6). Practice: Analogy [write 3]
R 2/7	Academic Writing and Style; Comma Splices/Fused Sentences	Ch 28 (538-550); Ch 26 (515-25); Ch 14 (307-8). Practice: Classification [at least 3 categories]
T 2/12	In-Class Essay: This I Believe	Listen to “Do Talk to Strangers” http://thisibelieve.org/essay/11875/ & one more; bring green book
R 2/14	Discuss Digital Narrative Essay; Planning and Process. Opening and Closing Sentence; Prepositions	Ch 8 (101-117); look over 27 (526-537); Ch 14 (313-15, 319-20). Practice: Description [at least 1 page]
T 2/19	Modeling Examples; Style. Simple and Compound Sentences; Pronouns	Skaskiw “Bidding Farewell to Arms” (118-121); Brideau “Lydia’s Story” (128-131); Ch 14 (315-19). Practice: Example & Humor [one of each]
R 2/21	Using Multi-Media. Complex Sentences; Sentence Fragments	Ch 30 (570-90)
T 2/26	Workshop: Written Draft	At least 2 pages
R 2/28	Workshop: Full Draft and Visuals	Complete essay for final reworking
T 3/5	Essay Share; Reflect on writing process. Intro Report. Compound- Complex Sentences; Shifts	Digital Narrative Essay due. Come prepared to share your website
R 3/7	In Class Essay: Report	Ch 10 (182-5, 187-97, 200-204); Fraser “The Inner Corset” (775-81); Ch14 (308-12). Practice: Compare/Contrast & Definition [one of each]. Bring green book
T 3/12	Critical Analysis. Cumulative and	Ch 9 (137-8, 140-54); Havrilesky “Mad Men” (170-75); Rubin “Ads R Us” (176-81). Ch 14

	Periodic Sentences; Subject-Verb Agreement	(322-4). Practice: Reiteration
R 3/14	In-Class Essay: Analysis	Bring green book
T 3/19	Discuss Argument Paper and Proposal; Verbs I	Ch 7 (61-78); Ch 19 (372-6); Ch 14 (321)
R 3/21	Modeling Examples; Style. Verbs II	Honoré “Work is a Blessing” (79-80); Spriggs “On Buying Local” (92-100). Project Proposal Due
3/25 – 29	Spring Break!	
T 4/2	Appeals & Fallacies	Ch 13 (284-302)
R 4/4	Workshop: Rough Draft	At least 3 pages
T 4/9	Workshop: Full Draft	Complete essay for final reworking
R 4/11	Essay Share; Reflect on writing process	Argument Essay due. Come prepared to share your argument
T 4/16	Discuss Revision Essay: Planning, Research, and Style. Varying your Sentences	Bring at least one essay you would like to revise
R 4/18	Workshop: Intro & Body	At least 2 pages
T 4/23	Workshop: Body and Conclusion	Rest of body and conclusion
R 4/25	Workshop: Full Draft	Complete essay for final reworking
T 4/30	Discuss Reflection Paper; Writing Process Storyboard	Revision Essay due
R 5/2	Process Analysis	Connors “How in the World” (155-9); Horton “On Getting By” (817-22); Ch 32 (647-50)
T 5/7	Optional Workshop	Meet with peer group
R 5/9	Last day of Class; SOTES	Reflection Paper due
T 5/21	Culminating Event 9:45am – 12pm	