

**San Jose State University**  
**Department of English and Comparative Literature**  
**English 1A—Composition 1 (GE Area 2)**  
**Section 26 (#24679 Seminar)**  
**Spring 2013**

Instructor: Carlos Mujal y Leon  
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Class Days/ Time: M/W (1:30– 2:45 PM)  
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Office Hours:  
(W) 5:00 – 6:00 PM  
(T/ Th) 5:45 – 6:45 PM., Room: FOB 212

- Required Texts:**
1. Kirsznner, Laurie & Mandell, Stephen, *Patterns for College Writing* (12<sup>th</sup> ed.) ISBN: 13:978-0-312-48841-3
  2. Sabin, William A., *The Greg Reference Manual* (10<sup>th</sup> ed.) ISBN: 13: 978-0072936537
  3. Sabin, William A., *Comprehensive Worksheets, The Greg Reference Manual* (10<sup>th</sup> ed.) ISBN: 0-07-293655-X
  4. A college-level dictionary
  5. 4 - 8 bluebooks for in-class essays
  6. 2 yellow examination booklets for the final exam

**Course Description:** This is the first course in a two-semester, lower division composition sequence. It provides an introduction to college-level composition and fulfills the written communication requirement of the university's core general Education (GE) requirements. In this course, you will improve college-level reading abilities, rhetorical sophistication, critical thinking skills, and writing skills that you will need as you continue university coursework and pursue your career goals.

**Prerequisites:** Placement by the English Proficiency Test (EPT) or passage of an approved substitute for the EPT.

**Course Goals and Student Learning Objectives:**

(Upon successful completion of this course, students will be able to do the following:)  
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 pre-writing, organizing, writing, revising, and editing. Upon successful completion of this course, students will be able to complete the writings assignments.

- The number of writing assignments and their careful sequencing are as important as the total number of words written. Eight to ten essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief 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 as simple “correcting” of mechanical errors noted on the original. Upon successful completion of this course, students will be able to complete these writings assignments with the proper word counts.
- Although the majority of papers will be written outside of class, at least three (but no more than four) essays shall be written in class. Upon successful completion of this course, students will be able to complete writings assignments. How the 8000-word minimum will be met is indicated in the syllabus.
- Students shall receive frequent evaluations from the instructor. In evaluating student writing, evaluative comments will comment on specific features of individual papers. Comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

**Reading Assignments:** Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you'll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions. The texts are as follows and can be purchased at the San Jose State University Bookstore.

1. Kirszner, Laurie & Mandell, Stephen, *Patterns for College Writing* (10<sup>th</sup> ed.) ISBN: 13:978-0-312-48841-3
2. Sabin, William A., *The Greg Reference Manual* (10<sup>th</sup> ed.) ISBN: 13: 978-0072936537
3. Sabin, William A., *Comprehensive Worksheets, The Greg Reference Manual* (10<sup>th</sup> ed.) ISBN: 0-07-293655-X

You will take frequent quizzes, meet with your peers for group activities, and participate in other classroom assignments related to the readings. In-class quizzes and worksheets will be assigned at the instructor's discretion.

**Writing assignments:** There are eight required essays: four in-class and four out-of-class. **You must complete all eight essays to pass the course.** The first essay, a diagnostic, will be completed during the second class meeting but will not count toward your course grade. All other essays will receive a letter grade based on the Departmental Grading Policy listed in the syllabus.

- **In-Class Essays:** Bring pens, your dictionary, and two large bluebooks to class. **In-class essays (at least 1000 total words) cannot be made up unless prior arrangements have been made with me** (only emergency cases will be considered). The maximum allowed credit for the make-up assignment is half of the original point Plan your schedule accordingly to avoid missing class on essay days. (Student Learning Objectives 1, 2, 3, 4)
- **Out-of-Class Essays:** These 4 – 5 page (at least 1000 total words) essays must be typed in 12-point font, double-spaced with one-inch margins, and must conform to MLA citation and formatting guidelines. You must also provide the rough draft and workshop notes along with your final essay, when applicable. **Essays must be handed to me, in person, at the beginning of class.** Plan your schedule accordingly to avoid missing class when essays are due. A late assignment will **only** be accepted one week after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value. The only exception to this policy involves the “Letter to the Instructor” which will only be accepted on the due date listed in the syllabus. (Student Learning Objectives 1, 2, 3, 4)

**The Final:** The mandatory final exam will be administered to all 1A students on Saturday, May 4, 2013 from 8:00 am till 10:00 am. It will be an in-class essay, and the English Department requires you bring two yellow examination booklets for this exam. Bring a dictionary (optional) and a blue or black pen. Electronic dictionaries will not be permitted. You will have 30 minutes for pre-writing and 60 minutes for writing. The common essay final, graded holistically, shall count 20 percent toward the course grade. Students must take the final exam in order to pass the course.

**Grading:**

<b>Assignments</b>	<b>Value</b>
In-Class Essays 3 @ 5% (LO 1, 2, 3, 4)	15%
Out-of-class essays (4 @ 10%) (LO 1, 2, 3, 4)	40%
Workshops, quizzes, assignments (LO 1, 2, 3, 4)	15%
Participation	10%
Final exam	20%

**Grading Policy:** In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

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.

Note: Grades from A – F will be given; however, this class must be passed with a C or higher to move on to Core GE Area A2 to satisfy the prerequisite for English 1B (C- is not acceptable for moving on to English 1B). A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

**Academic Standards for Assessment:**

The "A" essay (90 – 100 %) will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" (80 – 89%) essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some describable weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" (70 – 79%) essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate examples or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" (60 – 69%) essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment – too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate examples or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer's ability to communicate.

The "F" (0 – 59%) essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible, or it may demonstrate a failure to follow instructions.

**Participation:** Participation is a crucial to this class, and punctuality is crucial to participation. If it is necessary to miss a class, let me know well in advance. Please arrive to class on time and have your cell phones turned off.

**Dropping and Adding:** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add-drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic\\_programs/calendar/](http://www.sjsu.edu/academic_programs/calendar/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Tutoring:** 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. The staff is there 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 their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, 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. They are located in SSC 600 (10<sup>th</sup> 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](http://peerconnections.sjsu.edu)).

San Jose State University also provides students with tutoring at the 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 re 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/>.

**SJSU Academic Integrity Policy:** Presenting the ideas or writings of another as one's own and not giving credit to the author is plagiarism. Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S07-2.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the

particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Any act of plagiarism will result in automatic failure on the assignment and sanctions by the University. Again, please read the “Policy on Academic Integrity” printed in the SJSU *Catalog*.

**Campus Policy on Compliance with Americans with Disabilities Act:** 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, or see me during office hours. Students with disabilities that require special accommodations must be registered with the SJSU Disability Resource. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. Please contact the Disability Resource Center (Admin 110) at 408-924-6000 or 408-924-5990 TTY as soon as possible. The DRC website is <http://www/drc.sjsu.edu/>

### English Class Schedule for Spring 2013

Your texts are referenced below using the following abbreviations:

*Patterns for College Writing* (PCW)

*Greg Reference Manual* (GRM)

**DISCLAIMER:** The instructor reserves the right to revise the course requirements and schedule.

**Week 1**  
**1/23**

Introduction, Roll, and Syllabus

**Week 2**  
**1/28, 1/30**

**Essay #1**, in-class diagnostic (SLOs 1-4)  
Essay #2 assigned, out-of-class Personal Narration (SLOs 1-4)  
Forte, “My Field of Dreams” (PCW 103-105)  
Cisneros, “Only Daughter” (PCW 111-115)  
Edmundson, “Pink Floyd Night School” (PCW 116-120)  
Ch. 1, “Thinking Like a Writer” (WW 1-5)

**Week 3**  
**2/4**  
**2/6**

**WORKSHOP**, Essay #2 (bring 3 copies to class)  
Smith-Yackel, “My Mother Never Worked” (PCW 121-126)  
Gansberg, “Thirty-Eight Who Saw Murder Didn’t Call the Police” (PCW 127-132)  
Orwell, “Shooting an Elephant” (PCW 133-141)  
  
Alexie, “Indian Education” (PCW 142-147)  
Catton, “Grant and Lee, A Study in Contrasts” (PCW 393-398)  
Brooks, “Sadie and Maud” (PCW 430-431)  
Essay #4 assigned, out-of-class Compare and/or Contrast (SLOs 1-4)

**Week 4**  
**2/11, 2/13**

**Essay #2 due**, Personal Narration  
Bredin, "Job Application Letter" (PCW 219)  
Ku, "Midnight" (PCW 221-222)  
"Four Tattoos" (PCW 226)  
Birnbaum, "The Catbird Seat" (PCW 228-231)  
Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria"  
(PCW 232-239)  
Staples, "Just Walk on By: A Black Man Ponders His Power to Alter Public  
Space" (PCW 240-245)  
Rhode, "Why Looks Are the Last Bastion of Discrimination"  
(PCW 246-252)  
Kinkaid, "Girl" (PCW 258-260)  
Chafets, "Let Steroids into the Hall of Fame" (PCW 253-257)

Chua, "Why Chinese Mothers Are Superior" (PCW 410-416)

Cotharn, "Brains versus Brawn" (PCW 379-381)  
Tecson, "A Comparison of Two Web Sites" (PCW 385-387)  
Ch. 2, "Planning, Shaping, Drafting, and Revising" (WW 6-26)

**Week 5**  
**2/18, 2/20**

**Essay #3**, in-class Exemplification (SLOs 1-4)  
Essay #5 assigned, out-of-class cause and effect  
Ch. 3, "Writing Paragraphs" (WW 27-54)

Rogers, "The Hidden Life of Garbage" (PCW 188-193)  
Chopin, "The Storm" (PCW 202-207)  
White, "Once More to the Lake" (PCW 194-201)  
Hodgman, "No Wonder They Call Me..." (PCW 176-181)

Pellicane, "The Irish Famine" (PCW 333)  
Requena, "Major League Baseball Brawl" (PCW 337)  
Del Toro and Hogan, "Why Vampires Never Die" (PCW 361-365)  
Miriktani, "Suicide Note (Poetry)" (PCW 366-368)  
Mukherjee, "Two Ways to Belong in America" (PCW 404-409)

**Week 6**  
**2/25, 2/27**

**Essay #4 due**, Compare and/or Contrast (SLOs 1-4)  
Rodin, "The Kiss" (PCW 391)  
Indiana, "Love" (PCW 391)  
Rubin, "Environmentalism as Religion" (PCW 399-403)  
Laird, "I'm Your Teacher, Not Your Internet-Service Provider"  
(PCW 417-422)  
Tannen, "Sex, Lies, and Conversation" (PCW 423-429)

"Cause and Effect" (PCW 332)  
Cox, "The Case against Air Conditioning" (PCW 344-348)  
Hasselstrom, "A Peaceful Woman Explains..." (PCW 354-360)  
Cousins, "Who Killed Benny Paret?" (PCW 339-343)  
Graham, "The 'Black Table' Is Still There" (PCW 349-353)  
Ch. 4, "Thinking, Reading and Writing Critically" (WW 55-61)

**Week 7**  
**3 / 4, 3/6**

**WORKSHOP** Essay #5 (bring 3 copies to class)

Daniels, “An Argument against the Anna Todd Jennings Scholarship” (PCW 545-546)

ACLU, “Thanks to Modern Science” (PCW 551-552)

Kamenetz, “Take This Internship and Shove It” (PCW 583-587)

Halperin, “No Pay? Many Interns Say, ‘No Problem’ ” (PCW 588-592)

Tabarrok, “The Meat Market” (PCW 607-613)

Ousborne, “Does This Tax Make Me Look Fat?” (PCW 647-650)

**Week 8**  
**3/11, 3/13**

Jefferson, “The Declaration of Independence” (PCW 553-558)

Stanton, “Declaration of Sentiments” (PCW 559-565)

King, “Letter from Birmingham” (PCW 566-581)

**Essay #5 due**, Cause and Effect (SLOs 1-4)

Film & Written Analysis: “Reluctant Revolutionaries”

**Week 9**  
**3/18, 3/20**

**Essay #6**, in-class Argumentation (SLOs 1-4)

Chavez, “The Case for Birthright Citizenship” (PCW 595-599)

Will, “An Argument to Be Made about Immigrant Babies and Citizenship” (PCW 600-604)

Carney, “The Case for Mandatory Organ Donation” (PCW 614-619)

Krauthammer, “Yes, Let’s Pay for Organs” (PCW 620-624)

Postrel, “The Surgery Was Simple; the Process Is Another Story” (PCW 625-629)

**Week 10**  
**3/25, 3/27**

**Holiday**

**Week 11**  
4/1 (Holiday)  
4/3

Daines, “A Tax That Invests in Our Health” (PCW 632-635)

Leonhardt, “Fat Tax” (PCW 636-640)

Engber, “Let Them Drink Water!” (PCW 641-646)

Mitford, “The Embalming of Mr. Jones” (PCW 303-310)

Essay #7 assigned, out-of-class, rewrite of Essay #6 (SLOs 1-4)

**Week 12**  
**4/8, 4/10**

McGlade, "The Search" (PCW 270-272)  
Hunt, "Medium Ash Brown" (PCW 275)  
Fish, "Getting Coffee Is Hard to Do" (PCW 286-289)  
Piven et al, "How to Decorate Your Room When You're Broke"  
(PCW 290-297)

Miller, "Get It Right: Privatize Executions" (PCW 298-302)  
Jackson, "The Lottery" (PCW 311-318)  
Malcolm X, "My First Conk" (PCW 281-285)

Film: Written Analysis: "Malcolm X"

Logical Fallacies

**WORKSHOP** Essay #7 (bring 3 copies to class) (SLOs 1-4)

**Week 13**  
**4/15, 4/17**

Lahiri, "Rice" (PCW 172-175)  
Kirby, "Inked Well" (PCW 685--691)  
Swift, "A Modest Proposal" (PCW 692-701)  
Ehrenreich, "The Shame Game" (PCW 680-684)  
Distribute directions for Letter to Instructor

Mahtab, "The Untouchable" (PCW 496-498)  
Brady, "I Want a Wife" (PCW 503-506)  
Burciaga, "Tortillas" (PCW 507-510)  
Smith, "The Wife-Beater" (PCW 516-519)

Daum, "Fame-iness" (PCW 511-515)  
Brown, "Love and Other Catastrophes" (PCW 520-521)  
**Essay #7 due**, rewrite of Essay #6 (SLOs 1-4)

**Week 14**  
**4/22, 4/24**

Martinez, "What I Learned (and Didn't Learn) in College"  
(PCW 442-444)  
Zinsser, "College Pressures" (PCW 450-459)  
Segal, "The Dog Ate My Disk, and Other Tales of Woe"  
(PCW 460-465)

Tan, "Mother Tongue" (PCW 466-473)  
Ericsson, "The Ways We Lie" (PCW 474-483)  
Eighner, "On Dumpster Diving" (PCW 664-679)

Collins, "Aristotle" (PCW 484-486)

**Week 15**                      **Essay #8**, in-class preparation for the final (SLOs 1-4)  
**4/29, 5/1**                      Preparation for final exams

**Mock Final/ Feedback**

**Saturday, 5/4**                **Final Exam**  
8:00-10:00am  
Room: TBA

**Week 16**                      **All Projects due/ Grade Evaluation**  
**5/6, 5/8**                      Film

**Assignments Descriptions:**

[Connecting Student Learning Objectives, SLOs 1- 4 with Specific Assignments]

In-class essays (SLOs 1, 2, 3, 4)  
Out-of-class essays (SLOs 1, 2, 3, 4)

**Important SJSU Dates Spring 2013**

Tuesday..... January 1.....*New Year's Day - Campus Closed (N)*  
Monday..... January 21.....*Dr. Martin Luther King, Jr. Day - Campus Closed*  
**(K)** Tuesday ..... January 22 ..... Spring Semester Begins  
Wednesday ..... January 23 ..... First Day of Instruction – Classes Begin  
Monday ..... February 4 ..... Last Day to Drop Courses Without an Entry on  
Student's Permanent Record **(D)**  
Monday ..... February 11 ..... Last Day to Add Courses & Register Late **(A)**  
Tuesday ..... February 19 ..... Enrollment Census Date **(CD)**  
Monday-Friday ..... March 25-29 ..... Spring Recess **(\*SPRING RECESS\*)**  
Monday..... April 1 ..... *Cesar Chavez Day Observed - Campus Closed*  
Saturday..... May 4 ..... 1A, 1B, 100W, 100WB Final Examinations  
**(CC)** Monday ..... May 13 ..... Last Day of Instruction – Last Day of  
Classes  
Tuesday ..... May 14 ..... Study/Conference Day (no classes or exams)  
**(SC)** Wednesday-Friday ..... May 15-17 ..... Final Examinations for other classes  
(not 1A, 1B, 100W, 100WB exams)  
Monday-Tuesday ..... May 20-21 ..... Final Examinations **(exams)**  
(not 1A, 1B, 100W, 100WB)  
Wednesday ..... May 22 ..... Final Examinations Make-Up Day **(MU)**  
Thursday ..... May 23 ..... Grade Evaluation Day **(E)**  
Friday ..... May 24 ..... Grades Due From Faculty **(G)**  
Saturday ..... May 25 ..... End of Academic Year - End of Spring  
Semester  
Saturday ..... May 25 ..... Commencement **(C)**  
Monday..... May 27 ..... *Memorial Day - Campus Closed (M)*