

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 28, Spring 2013

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Office Hours:	Tuesdays, Thursdays 3-4 p.m.
Class Days/Time:	Tuesdays, Thursdays 1:30-2:45 p.m.
Classroom:	Boccardo Business Center (BBC) 124
GE Category:	Written Communication A2

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.

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

Required Texts/Readings

Textbook

The Elements of Style. Fourth edition. William Strunk, Jr. and E.B. White. Pearson, 2000.

ISBN: 9780205309023

Rereading America: Cultural Contexts for Critical Thinking and Writing. Eighth edition.

Gary Colombo, Robert Cullen, and Bonnie Lisle. Bedford/St. Martin's, 2010.

ISBN: 9780312548544

A college level English dictionary, such as *Merriam-Webster* or *American Heritage*

Other equipment / material requirements (optional)

Canvas: We will be using Canvas (you may be familiar with Desire2Learn (D2L), which Canvas replaces). You are already set up to use Canvas through your mySJSU account.

Here, you can access materials for the class, participate in peer reviews, and keep track of your grade, among other functions.

Turnitin.com You will be turning in all four out-of-class essays to turnitin.com. Canvas is set up to work with turnitin.com. You will receive account and password information for this function in class during the first week of school.

Classroom Protocol

Students who are continuously late and disruptive will be asked to leave the classroom.

All electronic devices will be turned off and put away prior to the start of the class period, unless you have an exception from the DRC.

Bring all books to all class meetings. Not having books in class means that you are not prepared to participate in class, and you will be asked to leave.

You will come to class prepared to participate, meaning that you have read assigned readings and finished homework for that day, and have prepared questions and comments on the assigned readings.

Missed homework may **NOT** be made up without an acceptable excuse and a doctor's note or other documentation.

Missed in-class essays may **NOT** be made up without an acceptable excuse and a doctor's note or other documentation

Quizzes and other in-class activities cannot be made up.

If you miss a class due to illness or injury, e-mail me **before that class period** to let me know, and bring a doctor's note and any assignment that was due on the day you missed when you return to class.

If you miss a class, **ask a classmate** what you missed, including assignments. **During the first week of class, introduce yourself to a classmate and exchange e-mails.**

I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.).

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.

Readings: All readings must be done prior to coming to class for the day they are assigned. There will be assignments and quizzes based on these readings, and you will be expected to participate in class discussion.

Homework: You will have weekly homework assignments consisting of peer reviews, grammar exercises, paragraph revisions, reading responses, and additional readings not on the syllabus.

- All homework will be turned in on time by the due date and will be used for class participation points.
- Homework cannot be made up without a written medical excuse or other documentation deemed acceptable by me
- If you miss class, contact another student to get any homework assignments

Homework assignments will be assessed by point-scale. The points are cumulative. Keep track of all of your assignments and do not throw anything away until the end of the semester. The points you receive on an assignment will be divided by the total possible points for a letter grade. Homework grade is assigned as follows:

A – all tasks completed fully, accurately, and meaningfully, and demonstrates fully competent writing

B – all tasks completed, demonstrates competent writing, but may have one or two errors

C – most tasks completed, demonstrates fair writing, but has one or two major errors that impede the reader’s understanding

D – tasks incomplete, demonstrates weak writing, and has multiple major and minor errors

F—tasks incomplete or demonstrates a misunderstanding of the assignment, shows weak writing, including major errors that impede reader’s understanding

In-class Essays: You will have three in-class essays, beginning with the diagnostic. On these days, bring a blue/green exam booklet, pen, and (non-electronic) dictionary. In-class essays may **NOT** be made up without a written medical excuse or other documentation that I deem acceptable, and must be made up within one week of missing the exam.

Out-of-class Essays: You will write five out-of-class essays, the last of which will be a reflective analysis of the work you have done in class, and will accompany your **final portfolio** that you will submit at the end of class.

- You will receive assignments detailing all of the requirements for the essay.
- All out-of-class essays will be turned in to www.turnitin.com **by 8 p.m.** the day the assignment is due. **Late essays**, essays received after 5 p.m. (yes, this means essays received at 8:01 p.m. and later), will be docked ten points (10% of the grade) for each calendar date that it is late. I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.).
- Your essays will follow MLA guidelines for citations and formatting; failure to follow MLA format will result in point deductions.

Rubrics: Your essays are graded with a rubric that focuses on the following four areas: content and ideas, style, organization, and mechanics. This rubric will be available for your viewing on www.turnitin.com. As well, I mark and comment on your essays online and expect you to read and understand these comments. This system is designed to help you improve your writing, and I expect to see progress in your writing as you learn from the marks and comments, and continue through the course.

Mechanics: All out-of-class essays must demonstrate competency in the grammatical and syntactical conventions of Standard English in order to receive a passing grade. For this course, a grammatically and syntactically competent essay is one that contains no more than two serious errors, “serious” meaning that they impede the readers’ understanding, and does not repeat an error made on a previous assignment and discussed in class. For every five mechanical errors, your essay will receive a 10 point (10%) reduction.

All essays must be written and turned in to pass the course. This course has a minimum word requirement of 8,000 words.

There is a 48-hour waiting period to see me about an essay grade. In this time I expect you to have reviewed your paper, comments, and grading rubric, and come to me ready to directly point to the areas with comments and marks that you do not understand.

Participation: Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. In-class exercises and quizzes also make up the participation grade.

A – fully engaged; provides regular and helpful questions and comments

B – active listening; occasional, pertinent questions and comments

C – attentiveness questionable, little questions or comments posed

D – unprepared for class, disengaged

F – regularly absent, both physically and mentally

Final Course Grades:

The grading for English 1A is **A-F**, based on percent scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=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.** Your grade is determined as follows:

Essays:	70%
Essay #1: Diagnostic	0%
Essay #2: Descriptive Narrative	10%
Essay #3: Process Analysis	15%
Essay #4: In-class essay	10%
Essay #5: Causal Analysis	15%
Essay #6: In-Class Essay	10%
Essay# 7: Final Reflective Analysis	10%
Homework:	20%
Participation:	10%

Final Portfolio: 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 semester's 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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. <http://www.peerconnections.sjsu.edu/>

Counseling Services

“We are here for you! Our personal and educational counselors are here to help you identify and accomplish your goals; enhance your personal development; meet your life's challenges; and improve your interpersonal relationships. We're friendly, caring, empathic, and understanding. We strive to help you grow! While no issue is too big or small, many tell us that they wish they had come to counseling sooner. Maybe it's that exam you wished you did better on? Or maybe there's a special person you want to talk to? Feeling stressed or unmotivated? Come on in and start the journey in understanding yourself. We look forward to working with you! Seek counseling and treat yourself well!” The Counseling Services website is located at <http://www.sjsu.edu/counseling/>

English 1A, Spring 2013, Course Schedule

The schedule is subject to change with fair notice; the notice will be made available by e-mail and in class. Readings and assignments are due on the day that you see them on the syllabus. For example, on 1/31, you will come to class having read “A Family Tree,” “Looking for Work,” and responded to the questions I want you to answer.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introduction and review of the syllabus; Read RA : “Introduction: Thinking Critically” p. 1-16 (SLO 1,2)
2	1/29 1/31	Essay #1 (in-class): Diagnostic – 600-700 words (SLO 1-4); bring large blue/green exam booklet, pen, non-electronic dictionary Introduction to Essay #2: Descriptive Narrative – 1300-1400 words (SLO 1-4) Due: RA “Harmony at Home” (18-21); “A Family Tree” (22-24); answer questions 1,3-4, 6, 11 (25-26); RA “Looking for Work” (26-31); come prepared to discuss differences in the portrayal of family between Rockwell’s images and Soto’s short story (SLO 2,3)
3	2/5 2/7	Diagnostic essay review; grammar marks; RA “An Indian Story” (52-60); answer question 9 (61) – 2 typed pages.(SLO 1-4) Devices of Description and Narration ES 21-23 (SLOs 1,2,4)
4	2/12 2/14	Word Choice and other matters of clarity. Bring ES to class (39-66); Plagiarism activity (SLO 3) Due: Finish ES (39-66) and grammar worksheet Peer Review Workshop of Descriptive Narrative: Bring one hard copy to class (at least three pages should be written).(SLO 1-4)
5	2/19 2/21	Due: RA “Proposition 8” (79); “8 is Not Hate” (81-83); “What is Marriage?” (89-101); answer questions 1, 2, 3, 10 (101-102). In-class discussion: RA “Visual Portfolio” (71-78) (SLO 1,2) Introduction to Purdue Online Writing Lab; MLA format; ES (34-38) (SLO 1,3)
6	2/26	Due: RA “Learning Power” (109-115); “Against School” (148-155); answer questions 1-3 (156-157) (SLO 1,2) Introduction to Essay #3: Process Analysis – 1300-1400 words (SLO 1-4)

Week	Date	Topics, Readings, Assignments, Deadlines
	2/28	RA “From Social Class” (169-185); answer questions 2, 5, 6 (185-186) (SLO 1,2,4) Due: Final Draft of Descriptive Narrative to turnitin.com by 8p.m. tonight
7	3/5	Due: Come to class having read <i>ES</i> (1-14); comma splices, run-ons, and fragments review (SLO 3)
	3/7	Due: RA “The Achievement of Desire” (194-206); answer questions 1-2, 7, 9 (206) In-class: Discuss RA “Visual Portfolio” (187-192); Rhetorical devices of explaining and analyzing (SLO 1,2,4)
8	3/12	Essay #4 (In-class)—600-700 words bring large blue/green exam booklet, pen, non-electronic dictionary (SLO 1-4)
	3/14	Peer Review of Process Analysis: Bring one hard copy to class (at least three pages should be written) (SLO 1-4)
9	3/19	RA “Learning to Read” (210-219); answer questions 1,2,4, 7 Grammar: Dangling and misplaced modifiers (SLO 1-3)
	3/21	Due: RA “In the Basement of the Ivory Tower” (238-247); answer questions 1,3,5 (SLO 1,2) Bring to class <i>ES</i> (66-85); A conversation on style (SLO 3-4)
	3/25- 3/29	SPRING BREAK
10	4/2	Rhetorical devices of argument and persuasion (SLO 1,2,4) Due: Final draft of Process Analysis to turnitin.com by 8 p.m. (SLO 1-4)
	4/4	Introduction to Essay #5: Causal Analysis – 1300-1400 words Due: RA “From Notes on the State” (378-382); answer questions 1,3 (SLO 1-4)
11	4/9	Due: RA “Causes of Prejudice” (384-397); answer questions 1, 3, 8 (SLO 1,2,4) Grammar: Pronouns; Pronoun-Antecedent Agreement (SLO 3)
	4/11	Essay #6 (in-class)—600-700 words (SLO 1-4)

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/16 4/18	<p>Due: RA “Loot or Find: Fact or Frame” (422-437); answer questions 1,4,6 In-Class: RA “Visual Portfolio” (439-447) (SLO 1,2,4)</p> <p>Introduction to Essay #7: Reflective Analysis – 1000-1200 words Pass out and discuss portfolio guidelines Rhetorical devices and critical thinking skills for personal reflection (SLO 1-4)</p>
13	4/23 4/25	<p>Peer Review of Causal Analysis (Must have at least 4 pages complete) (SLO 1-4)</p> <p>RA “Myths of Gender” (515-520); “How the Americans Understand” (520-523); answer questions 1,2; In Class: BH, Adjectives and Adverbs (280-286) (SLO 1,2,4)</p>
14	4/29 5/3	<p>Due: Final draft of Causal Analysis to turnitin.com by 8 p.m. In Class: RA “Two Ways a Woman Can Get Hurt” (575-599) (SLO 1,2,4)</p> <p>Peer review workshop of Reflective Analysis (Bring one hard copy to class) (SLO 1-4)</p>
15	5/7 5/9	<p>A lesson from Alexandra Wallace (SLO 2,4) Administer SOTES</p> <p>Student Conferences in my office Due: Reflective analysis paper: one hard copy in conference, and one to turnitin.com by 8 p.m. tonight</p>

SOME DATES ON THE SPRING 2013 CALENDAR:

FIRST DAY OF CLASSES	23 Jan.
LAST DROP DAY	4 Feb.
LAST ADD DAY	11 Feb.
SPRING BREAK	25-29 March
CESAR CHAVEZ DAY (Campus Closed)	1 April
1A, 1B 100W, 100WB FINALS *	4 May
LAST DAY OF INSTRUCTION	13 May
FINAL EXAMINATIONS	15-17, 20-21 May
FINALS MAKEUP DAY	22 May
1A, 1B, 100W, 100WB EXAM MAKE-UP *	22 May
GRADES DUE	24 May
COMMENCEMENT	25 May