

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 31, Spring 2013

Instructor:	Sean Donoho (Mr. Donoho)
Office Location:	Faculty Office Building Room 118
Telephone:	(408) 924- 4487
Email:	sean.donoho@sjsu.edu
Office Hours:	Tuesdays/Thursdays 3-4pm or by appointment
Class Days/Time:	Tuesdays and Thursdays, 4:30-5:45pm
Classroom:	Clark Building 316
Prerequisites:	High School Credit or Examination
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 faculty web page at <http://www.sjsu.edu/people/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

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.

Writing: In English 1A, you will focus on practicing all phases of the writing process including: prewriting, organizing, writing, revising, and editing. This class requires that you write sequenced essays, totaling a *minimum* of 8,000 words. This total word count does not include your final exam, journals, quizzes, or any brief or informal writing assignments. However, this word count can include any major revisions of any assignments that have already been submitted for a grade and commented by peers or your instructor. A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes. In English 1A you will write at least 3 but no more than 4 in-class essays and at least 3 but no more than 4 out-of-class essays. English 1A will include extensive and intensive reading. The reading you do in English 1A will provide useful models of writing for academic, general, and specific audiences.

The University Essay Final Exam: A common essay final, graded holistically, will count as 20 percent of your course grade. You must take the final exam in order to pass the course.

Assignments

In-class essays (3 at 5% each)	15%
Essay #1 (Personal Narrative Essay)	10%
Essay #2 (Definition Essay)	10%
Essay #3 (Cause and Effect Essay)	15%
Essay #4 (Argumentative Essay)	15%
Department Final Exam	20%
Homework, class work and quizzes	10%
Participation	5%
(No Extra Credit accepted)	

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.

Grading follows a regular 10-point scale. A=95%+ A-=90%-94% B+=87%-89% B=84%-86% B-=80%-83% C+=77%-79% C=75%-77% C-=70%-74% D=60%-69% F= 59% and lower. The penalty for late work will be one full letter grade taken off for each day it is late (not class period). Work submitted at any other time than the beginning of the class period is considered late.

Required Texts/Readings

Ballenger, Bruce. *The Curious Writer: Concise Edition*. 3rd Ed. New York: Longman, 2010. ISBN: 978-0205780198

Cohen, Samuel. *50 Essays: A Pocket Anthology*. Boston: Bedford/St. Martin's, 2010.

ISBN: 978-0312609658.

Other equipment / material requirements

Pens and pencils are to be brought every day to class (we will write every day).

Bring a notebook (with sheets that can be easily torn out) and folder to be used for in-class activities, completed work and handouts.

Bring assigned textbook to class every day we will cover a reading from that book.

Classroom Protocol

Keep your cell phone turned off, away from your desk and out of sight. Don't text. Just say no to texting for an hour and fifteen minutes. If you are a parent and need to have your phone on during class, come talk to me after class over the next few days. However, the phone still must be kept on silent or vibrate.

All the members of this class (including me) come from various backgrounds and contexts. There will be differences of opinion that arise. I expect all discussions to be conducted with decorum, respect and attention to each individual's right to speak and be heard. Differences will be met with intellectual curiosity and rigor. Only students having a special need for purposes of note-taking or other classroom activities may use laptops in class. Students with such a need should make specific arrangements with me. No student may use a laptop in class without a prior arrangement with me.

Email Policy:

I will try to respond to all e-mails within a 48 hour period of them being sent to me. Whenever contacting me, please include your name (obviously) your course and your section number, so I can more easily figure out who you are. Always consult the syllabus before emailing me with a question.

Attendance:

Regular attendance is very important. If you miss a class, it is your responsibility to contact a classmate to get the assignment. E-mailing me to have me recount the events of the day's class is not an acceptable way to learn about assignments you missed during your absence. The classroom is a community. Get to know your classmates and I'm sure they will help you out.

Class sessions will include lectures, group activities, peer editing, journal writing and classroom discussions. You should complete the reading assignments before coming to class and you should be prepared to participate in classroom discussions. You need to arrive to class on time. If you are more than 5 minutes late, you will be considered tardy. Three tardy marks will count as an absence. If you are more than 15 minutes late, you will be marked absent.

If you miss three classes or more, you may be dropped from the class and receive an F in the course. If you choose to drop the course, it is your responsibility to go to admissions and officially withdraw from the course. It is not my responsibility to withdraw you from the course. If you withdraw after the drop date, you will receive a W (Withdraw) on your record. If you withdraw after the withdraw date, you will receive an F for the course.

Plagiarism and Academic Dishonesty:

Submitting work that is not your own is unethical and immoral. If you wish to use someone else's words or ideas, it must be well documented. Always make sure you always give credit to the author of the words you use in your essay. If you ever have a question about whether or not to document a source or ideas, talk to me first. If you are ever unsure about documenting a source and I am not immediately available, document it the best way you know how. I would much rather have you cite a source incorrectly as opposed to not at all. The minimum penalty for plagiarism is an "F" on the assignment.

At SJSU, dishonesty and cheating are defined as obtaining or attempting to obtain credit for academic work through deceptive means. It can include, but is not limited to:

- Copying, in part or in whole, another person’s essay or test
- Submitting work previously presented in another course (without consulting me)
- Using or consulting an examination sources that are not authorized by the instructor
- Allowing someone else to write your exam, test or essay
- Sitting in an examination for another student
- Copying and pasting work found on the Internet into your essay without citing the source

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>

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.

English 1A, Spring 2013, Course Schedule

This course schedule is subject to change with at least one week’s written notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 24 th	Introduction to Course
2	Tues, 1/29	In-class essay #1
	Thurs 1/31	Introduction to Essay #1: Personal Narrative 50 Essays: Maya Angelou, “Graduation” pg. 20-33 Ballenger: Chapter 1, Writing as Inquiry, pg. 2
3	Tues 2/5	50 Essays: Malcolm X, “Learning to Read,” pg. 257-266 Ballenger: Chapter 3, Writing a Personal Essay, pg. 74
	Thurs 2/7	50 Essays: Sherman Alexie, “The Joy of Reading and Writing: Superman and Me,” pg. 15-19

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>50 Essays</i> : Zora Neale Hurston, "How It Feels to Be Colored Me," pg. 182-186
4	Tues 2/12 Thurs 2/14	<i>50 Essays</i> : Frederick Douglass, "Learning to Read and Write," pg. 129-135 <i>50 Essays</i> : Mike Rose, "I Just Wanna Be Average," pg. 331-345 <i>50 Essays</i> : George Orwell, "Shooting an Elephant," pg. 284-291 <i>50 Essays</i> : Bharati Mukherjee, "Two Ways to Belong in America," pg. 280-283
5	Tues 2/19 Thurs 2/21	<i>50 Essays</i> : David Sedaris, "A Plague of Tics," pg. 359-372 Essay #1 Due Introduction to Essay #2: Definition Ballenger: Chapter 2, Reading as Inquiry, pg. 38
6	Tues 2/26 Thurs 2/28	<i>50 Essays</i> : Joan Didion, "On Morality," pg. 106-112 <i>50 Essays</i> : Lazear Ascher: "On Compassion," pg. 46-49 <i>50 Essays</i> : Stephen Jay Gould, "Sex, Drugs, Disasters and the Extinction of Dinosaurs," pg. 169-178 <i>50 Essays</i> : Thomas Jefferson, "The Declaration of Independence," pg. 187-195
7	Tues 3/5 Thurs 3/7	<i>50 Essays</i> : Nancy Mairs, "On Being a Cripple," pg. 244-256 <i>50 Essays</i> : Scott Russell Sanders, "The Men We Carry in Our Minds," pg. 346-352 <i>50 Essays</i> : Jared Diamond, "The End of the World as We Know Them," pg. 98-105
8	Tues 3/12 Thurs 3/14	<i>50 Essays</i> : Sojourner Truth, "Ain't I a Woman?" pg. 410-412 <i>50 Essays</i> : Dave Barry, "Turkeys in the Kitchen," pg. 72-75 Essay#2 Due Introduction to Essay #3: Cause and Effect Essay
9	Tues 3/19 Thurs 3/21	<i>50 Essays</i> : William F. Buckley Jr., "Why Don't We Complain?" pg. 76-82 In-class essay #2 (Midterm) Ballenger, Chapter 10, pg. 362
10	Tues 3/26 Thurs 3/28	No Class – Spring Break No Class – Spring Break
11	Tues 4/2 Thurs 4/4	<i>50 Essays</i> : Michael Pollan, "What's Eating America," pg. 280-283 <i>50 Essays</i> : Eric Schlosser, "Kid Kustomers," pg. 353-358
12	Tues 4/9 Thurs 4/11	<i>50 Essays</i> : Marie Winn, "Television: The Plug-In Drug," pg. 438-447 <i>50 Essays</i> : Rachel Carson, "The Obligation to Endure," pg. 83-90
13	Tues 4/16 Thurs 4/18	Essay #3 Due Introduction to Essay #4: Argument Essay Ballenger: Chapter 6, pg. 172 <i>50 Essays</i> : Martin Luther King, Jr., "Letter from Birmingham Jail," pg. 203

Week	Date	Topics, Readings, Assignments, Deadlines
14	Tues 4/23 Thurs 4/25	<i>50 Essays</i> : Jonathan Swift, "A Modest Proposal," pg. 387-395 <i>50 Essays</i> : Steven Johnson, "Games," pg. 196-202 <i>50 Essays</i> : Plato, "The Allegory of the Cave," pg. 292-299 <i>50 Essays</i> : Thoreau, "Where I Lived and What I Lived For," pg. 403-409
15	Tues 4/30 Thurs 5/2	In-class essay #3 <i>50 Essays</i> : Bill McKibben, "Curbing Nature's Paparazzi," pg. 267-272 Ballenger: Chapter 9, pg. 292
Final Exam	Saturday, May 4	8:00am – 10:00am, location TBD
16	Tues 5/7 Thurs 5/9	<i>50 Essays</i> : Verlyn Klinkenborg, "Our Vanishing Night," pg. 234-238 <i>50 Essays</i> : Barbara Ehrenreich, "Serving in Florida," pg. 136-145 Essay #4 Due

Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)