

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (24660) Section 33, Spring 2013

Instructor:	Dr. Linda Landau
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Office Hours:	MW 2:00-3:00 & F noon by appt.
Class Days/Time:	F 9:00-11:45
Classroom:	BBC 123
Prerequisites:	EPT placement or equivalent
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging (Optional)

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/linda.landau> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking your email as well as Canvas or my faculty web page through MySJSU for updates to class assignments.

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/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Textbooks and Materials

Andrea Lunsford. *The Everyday Writer with Exercises* (with 2009 MLA & 2010 APA Updates). 5th Edition. Bedford/St. Martins, 2013. ISBN-13: 978-1-4576-1267-1

– This will be your handbook throughout your college career at SJSU. It is recommended that you buy a new 5th edition for access to online activities and future upgrades. –

A college level dictionary

Reading assignments listed on the course schedule and material on rhetorical methods will be distributed in class or posted on my webpage or in Canvas throughout the semester.

Internet access and email for updates

8 ½”x 11” notebook for handing in in-class essays / Blue or black ink pens

Classroom Protocol

Electronic Equipment: Cell phone, laptop, iPod, iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students.

Diversity: Assignments (both reading and writing) may address issues of race, class, ethnicity, and gender. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects will be conducted in a manner befitting an academic setting.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. If you plagiarize twice, you not only will fail this course, but will also be referred to the university for disciplinary proceedings.

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.

Your grade will be determined according to the following criteria:

A (90-100) = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery and intellectual curiosity regarding course readings and concepts; student demonstrates enthusiasm and takes initiative, particularly during group activities.

B (80-89) = Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

C (70-79) = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

D (60-69) = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrates indifference of irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior.

Your grade will be determined according to the following distribution:

3 In-Class Essays (with a vocabulary and grammar editing component): **30%**

5 Out-of-Class Essays (2 of these will be revisions): **50%**

Participation (class discussions, peer review workshops, reports on events): **10%**

Reflective Essay: **10%**

Reading: English 1A is a reading intensive course. Readings have been selected for their exemplary rhetorical styles and their ability to promote new ways of perceiving and thinking about the world. Their content and writing style will be analyzed in class, and they will function as prompts for critical thinking, class discussion, and your writing. For this reason, the assigned reading must be completed the evening *before* the assigned class period. Good writers are good readers; the more you read, the more tools you have for writing effectively.

Participation: While reading and writing are significant components of the learning process, sharing ideas, asking questions, and providing valuable peer review feedback are equally important activities for developing critical thinking and academic writing skills. Therefore, active participation is graded and constitutes 10% of your total grade. Quiz grades and reports on English department events will also be recorded in class participation.

Essay writing: In English 1A, you will focus on practicing all phases of the writing process including: prewriting, organizing, writing, revising, and editing. You will write 8 sequenced essays, totaling 8000 words for the class, 4 of which will be at least 1,000 words. At least 1 and no more than 3 of the 8 essays may be major revisions of essays that have already been submitted for a grade and commented on by peers or your instructor. A major revision is defined as a significant rethinking or reworking of an assignment rather than simply correcting small grammatical or structural mistakes.

Assignments and Student Learning Outcomes

In this class you will write 1 diagnostic essay, 3 in-class essays (2 from previously written outlines), 5 out-of-class essays (2 of which are revisions). Out-of-class essays are generally submitted for peer review a week before handing them in for a grade, so your draft must be ready at the beginning of the peer review workshop, or you will lose 10% of your final draft grade. Save all your essays, including prewrites, vocabulary building records, and grammar exercises, in a portfolio that you and your peer group will review for your final essay in this class. However, you will not submit your portfolio for a grade (SLO 1).

Essay topics include explaining actions you have performed and decisions you have made, defining ambiguous concepts, explaining the causes and effects of a particular problem and providing a solution, comparing and evaluating similar problems and solutions, analyzing the views and writing styles of others, responding to new ideas using a variety of rhetorical methods, evaluating theories, and reflecting on your own ideas and your development as a writer (SLO 2).

For each reading assignment you will identify the targeted audience, and for each writing assignment you will designate and adjust your writing for an intended audience (SLO 4).

If you quote, paraphrase, or summarize another work, your paper must conform to MLA citation guidelines (see your handbook). You will be graded on how well you support and explain your thesis statement, how well you organize your essay and develop your ideas into coherent paragraphs, how appropriately you word your essay and structure your sentences. In addition to classroom lessons, you will be assigned individual exercises in your handbook to resolve grammar and other problems noted in your essay (SLO 3).

Essay Format and Submission

In-class essays must be written in clear handwriting in blue or black ink on 8 ½ x11 inch lined paper. Be sure to bring your outlines and early drafts to class if these are assigned.

Out-of-class essays must be typed, double-spaced, in 12 point font, with 1 inch margins on all sides, and printed on one side of the paper only. Write your name, English 1A Section 33, my name, and the date on the top left side of the first page above the essay title. The title is centered and not underlined. Number your pages, beginning with page 2. Your prewrites, outline, and all previous drafts of your essay must be submitted with your final draft revision for a full grade. Word counts should appear on the outline and both drafts, and the tally should appear on the first page. **Essays must be submitted to Canvas prior to handing in a printed copy in class.**

Late Papers and Missed In-class Essays

If you know you will not be able to attend class the day a paper is due, you should notify me by email beforehand, so we can discuss your situation. Otherwise, the essay's grade will be lowered 2 pts for every day it is late. By the 5th day it will have dropped an entire grade, and it is possible that it will not be returned to you in time for feedback to help you write your next essay. If you miss an in-class essay and you have a valid excuse, you will be allowed to take a make-up in-class essay on a different topic, one we have not discussed in class. It is your responsibility to submit all essays. Failure to submit an essay will cost you 10% of your total points for this class and will most likely drop your class grade an entire level.

A Portfolio Final Paper: Instead of a final exam, you will write a critical reflection about your work during the course. 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.

Your essay will be graded according to the following criteria:

The A Paper

Thesis: Easily identifiable, clear, reasonable, insightful (teaches the reader something) with an obvious connection to the paper's title.

Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Topic sentence of each paragraph supports main thesis, and examples in each paragraph support the topic sentence and only the topic sentence.

Use of evidence: Primary source information used to support topic sentence with at least one example. Summaries and quoted material is smoothly integrated into sentence syntax and cited according to MLA guidelines.

Analysis: Demonstrates an in-depth understanding of the ideas in the assigned reading and critically responds to those ideas in an analytical, persuasive manner. Analysis is fresh and exciting, posing new ways to think about the material. Work displays critical thinking and avoids simplistic description or summary of information.

Logic: All ideas in the paper flow logically from one point to the next. The paper makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.

Mechanics: Correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements. Creates appropriate college level, academic tone.

Aim for an A. Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments may result in a D or F in the course.

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): <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.

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 Peer Connections

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. 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 Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

English 1A – Spring 2013 Course Schedule

The schedule is tentative, and you will be notified of changes in class and by email.

EW = The Everyday Writer

Week	Date	Topics, Readings, Assignments, Deadlines
1	F 1/25	Writing as Communication: The FACTS of Good Writing Diagnostic Essay #1
2	F 2/1	College Writing: <i>EW Ch. 1-2</i> / Rhetorical Situations: <i>EW Ch. 5</i> Personal Essay: Narration, Description, Examples
3	F 2/8	The Writing Process: planning, prewriting, drafting: <i>EW Ch. 6-8</i> Personal Essay Workshop – Rough Draft and Outline
4	F 2/15	Personal Essay Draft 1 Due Revising, Editing: <i>EW Ch. 10-11</i> Example as Definition: “Compassion,” Ascher
5	F 2/22	Personal Essay Due #1 / Critical Reading: <i>EW Ch. 12 & p. 209-220</i> Summary vs. Quote; Analysis & Evaluation: Kahlo’s Portrait
6	F 3/1	Comparison-Contrast Essay: Stephen Crane’s Tenement, Langston Hugh’s “Dream Deferred,” and Anna Quindlen’s “Homeless”
7	F 3/8	Comparison-Contrast Outline Due – In-class Writing #2 Definition, Category, Analysis: Modern Art, Civil Liberties
8	F 3/15	Definition-Analysis: “Men, It’s in Their Nature,” Sommers Definition-Analysis Essay Draft 1 Due
9	F 3/22	Definition Essay Due #2 Cause & Effect: “Live Free & Starve,” Divakaruni
10	F 3/29	SPRING BREAK
11	F 4/5	Cause and Effect Essay Draft 1 Due Proposal: Definition, C&E, C/C, Evaluation, Argumentation
12	F 4/12	Cause and Effect Essay Due #3 <i>Predictably Irrational</i> , Ch.8 “Keeping Doors Open,” Dan Ariely
13	F 4/19	Review an Event/or Argument Essay: In-class Writing #3 Proposal Draft 1 Due

Week	Date	Topics, Readings, Assignments, Deadlines
14	F 4/26	Proposal Due #4 Reflective Essay
15	F 5/3	Reflective Essay Workshop
16	F 5/10	Reflective Essay Due #5
Final Exam	Saturday, May 4	This is a portfolio-based class. There is no final exam in this class. Your Reflective Essay is your Final Paper.

English Department Events

Jayne Ann Phillips Reading	Feb. 6	7:00 pm	MLK 225/229
	Feb. 7	12:00 pm	MLK 225/229
Steinberg & Straight Readings	Feb. 27	7:00 pm	MLK 225/229
Dana Gioia Readings	April 3	7:00 pm	ENGR 189
	April 4	1:00 pm	ENGR 285/187
Carmen Gimenez Smith Readings	April 17	7:00 pm	MLK 225/229
Chitra Banerjee Divakaruni	April 22	12:00 pm	MLK 225/229
		7:30 pm	ENGR 189
Cathleen Miller Book Launch	April 24	7:00 pm	MLK 225

Details of readings and discussions are available at <http://www.litart.org>.

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)