

**San Jose State University—Department of English and Comparative Literature**  
**English 1A – Spring 2013**

**GE Category:** Written Communication A2

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<b>Section:</b>	36	<b>Course:</b>	28935
<b>Class Days/Time:</b>	MW 10:30-11:45	<b>Classroom:</b>	ENG 338
<b>Section:</b>	37	<b>Course:</b>	28936
<b>Class Days/Time:</b>	MW 12:00-13:15	<b>Classroom:</b>	ENG 327

**Office hours:** MW 13:30-14:15 and by appointment

Syllabus will be posted to the English Department website:  
<http://www.sjsu.edu/english/forms/greensheets/>

**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** 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).

**Learning Objectives (LO):**

LO 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).

LO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

LO 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.

LO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

### Course Content

**Reading:** Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences. Students will have reading assignments for every class session. You must read the works IN ADVANCE for that day's lecture-discussion. Some of the reading may be challenging and may require more time than expected. Before discussing it in class, read each assigned reading twice. The first time through, read quickly, to get the general sense of what the piece is about and what the writer is doing. Then read it through a second time, this time working more closely and deliberately with the text, focusing on those sections that seem difficult or puzzling. *Read with a pen or pencil, marking the text in a way that will help when going back to it: underline or highlight, ask questions, make responses, make connections. Look up all words and terms you could not readily define.*

**Writing:** Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, or any brief or informal assignments but can include any major revisions of essays or assignments. In addition to the diagnostic, you will write six essays, three in class and three out of class. Also, you will write composition exercises and several in class responses—free writes.

**The University Essay Final Exam (20%):** A common essay final, graded holistically, shall count 20 percent toward the course grade. Each semester, a single university-wide final will be developed by the English Department Composition Committee around a college-level reading passage. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

### Assignments and Grading Policy

**Grading:** A-F. 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).

**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.

**In class-essays (30%)** should be written in as legible a manner as possible in blue or black ink. Write essay on the right side leaving the left side of the green book blank. Once I return the green book, number your errors on the right page—always beginning with #1 on each page—correct only the marked errors (you must consult *The Bedford Handbook*) on the blank left side giving them the corresponding number.

- **Diagnostic essay (0%, 600-700 words, LO 1, due 1/28):** During the first week of the semester, students will write an in-class diagnostic essay. This essay will enable the instructor to determine students' skills.
- **Two Midterm In-class Essays (20%, 700-800 words each, LO 1, LO 2, due 2/18 & 4/8)**  
The midterms involve 2 parts each worth 50%: Part I short written answers graded on form

and content. In Part II you will write an essay responding to, or analyzing some aspects of the assigned reading.

- Last In-class essay, exam preparation (10%, 800-900 words, LO1, LO2, LO 4, due 4/24)

**In-class composition exercises** (5%, 1500-1600 words, LO 1): you will focus on the 4 steps of the writing process—summary, introduction and thesis statement, body paragraphs, and conclusion.

**Quizzes** (10%): Quizzes should be written in ink and are always at the beginning of class. They usually will cover the material for that week. They involve writing brief essay responses from the assigned reading, knowing vocabulary, as well as whatever we have talked about in class and whatever I put on the board. If you are late to class, take a seat to your immediate left as you enter. If I am still handing out the quiz when you enter, you may take the quiz. If I have already handed the quiz out, you may NOT take the quiz and will receive an F.

**Out of class essays/revisions** (35%) You must use MLA (Modern Language Association) format for all out of class assignments.

- Diagnostic Grammar revision (5%, 300-350 words, LO 3, due 2/6)
- Two midterm essays revisions (20%, 900-1000 words each, LO 1, LO 2, LO 3, due 3/4 & 4/22): A major revision is defined as a significant rethinking and reworking of an assignment, and not only correcting grammatical or structural mistakes noted on the original. It consists of reexamining and improving the work of the in-class essays, and it may include reevaluating the thesis, the supporting evidence, and the structure. It is graded on ideas, clarity, style, and correctness. It must be typed, double-spaced, in a font no greater than 12 point with margins no greater than 1 and ½ inches, stapled, and is due at the beginning of class. Resubmit the green book with the typed revision and write the word count on your essay.
- Argument essay (10%, 1400-1500 words, LO1, LO 2, LO 3, LO 4, due 5/6): Your draft, due 4/29, should be approximately 1000 words, two thirds of the final essay. It must be typed, double-spaced, in a font no greater than 12 point with margins no greater than 1 and ½ inches. It must be stapled and is due at the beginning of class. Write the word count on your draft and on your final essay. Attach the thesis statement, the peer edit worksheet, and the rough draft to the back of your final paper. Essays that do not have all 3 attachments to the final draft receive an F.

#### **Required Texts and materials:**

- Cohen *50 Essays A Portable Anthology* 3<sup>rd</sup> Edition, Boston: Bedford/St. Martin's
- Hacker *The Bedford Handbook* (6<sup>th</sup> Edition), Boston: Bedford/St. Martin's
- *American Heritage* dictionary
- 4 large size green books (one for each in class essay/midterm)
- 2 yellow books for final exam (Saturday, 5/4, 8-10am)

#### **Course/Classroom Protocol**

- Before you enter our classroom, please turn off your mobile phone, your iPod, and anything that may distract you from the day's work. Texting is not permitted at any time. Be on time, or a few minutes early.

- You are expected to attend all your class meetings, not only because you are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.
- Should you miss class, you are responsible for contacting a student in the class to learn about assignments, lecture notes/classroom activity.
- Revisions, out of class essay's thesis, draft, and final draft are due at the beginning of class. I shall not accept written assignments via email.
- Late work policy: In fairness to all students, any assigned work that is turned in late (without reasonable excuse) receives an "F."
- Extra credit is not available.
- "Grade Checks": Please bring your forms to the instructor during office hours only.
- Always bring the required reading to class.

### **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

### **University Policies**

#### **Academic integrity**

Students should know that the University's Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

#### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Final grades will be determined as follows:

<b>IN CLASS WORK:</b>	
Diagnostic essay, 600-700 words	0%
1 <sup>st</sup> Midterm essay and short answers, 700-800 words	10%
2 <sup>nd</sup> Midterm essay and short answers, 700-800 words	10%
Last essay, exam preparation, 800-900 words	10%
Composition exercises, 1500-1600 words	5%
Quizzes	10%
<b>OUT OF CLASS WORK</b>	
Diagnostic grammar revision, 300-350 words	5%
Revisions of two midterm essays, 1800-2000 words (900-1000 each)	20%
Argument essay, 1400--1500 words	10%
<b>Department final exam Saturday, 5/4, 8:00-10:00am</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

### Calendar of class work and assignments

Changes may be made to this schedule as necessary and will be announced in class. Some additional reading in the form of handouts will be required. All reading assignments are from your anthology, *50 Essays*. The rest is from *The Bedford Handbook (BH)*.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 1/23	Course introduction <i>Free write</i>
2 Education	M 1/28	<b>Diagnostic essay—Bring large green book</b> Adler, “How To Mark a Book” (handout) The Writing process, 8-10, Essay introduction 463, Thesis 465-6 Purchase textbooks and supplies
	W 1/30	Alexie, “The Joy of Reading & Writing: Superman & Me” 15 <i>Free write</i>
3 Ethics	M 2/4	Grammar review (fragment, run-on, agreement, apostrophe, etc) <b>Bring BH to class</b> Rose, “I Just Wanna Be Average” 331
	W 2/6	<b>Diagnostic grammar revision due</b> Ericsson, “The Ways We Lie” 159
4	M 2/11	<b>Quiz #1</b> Orwell, “Shooting an Elephant” 284 –Vocabulary
	W 2/13	Hughes, “Salvation” 179 <b>Composition step I: Summary writing</b>
5 Work and Class	M 2/18	<b>1<sup>ST</sup> Midterm—Bring large green book</b> Sontag, “Regarding the pain of Others” 373
	W 2/20	Ascher, “On Compassion” 46

6	M 2/25	Eighner, “On Dumpster Diving” 146 Graded 1 <sup>st</sup> Midterm returned <b>Composition step II: Introduction &amp; thesis</b>
	W 2/27	<b>Quiz #2</b> Buckley, “Why don’t We Complain?” 76 <i>Free write</i>
Language & Culture	M 3/4	<b>Corrected green book &amp; revision of 1<sup>st</sup> Midterm essay due</b> Rodriguez, “Aria: Memoir of a Bilingual Childhood” 307
	W 3/6	Tan, “Mother Tongue” 396 Topic sentence and transitions, 466 <i>BH</i> 64 Sentence types
8 Gender	M 3/11	Sanders, “The Men We Carry in Our Minds” 346 Topic for out of class essay assigned Graded 1 <sup>st</sup> revision returned <b>Composition step III: Developing paragraphs</b>
	W 3/13	<b>Quiz #3</b> <i>BH</i> 46, Writing about texts Kingston, “No Name Woman” 221
9 Identity	M 3/18	Sedaris, “A Plague of Tics” 359 <i>BH</i> 47, Constructing reasonable arguments
	W 3/20	Vowell, “Shooting Dad” 412 <i>BH</i> 48, Evaluating arguments <b>Composition step IV: conclusion</b>
10	<b>Spring</b>	<b>Recess -- March 25-29</b>
11	M 4/1	<b>Cesar Chavez Day — Campus Closed</b>
	W 4/3	Baldwin, “Notes of a Native Son” 50-70— Vocabulary <i>BH</i> 53 Supporting a thesis
12 Media	M 4/8	<b>2<sup>ND</sup> Midterm — Bring large green book</b> Staples, “Just Walk on By: Black Men . . . “ 383
	W 4/10	Schlosser, “Kid Kustomers” 353
13 History and Politics	M 4/15	<b>Thesis statement due (bring 2 copies) Paired activity</b> Pollan, “What’s Eating America” 300 Graded 2 <sup>nd</sup> Midterm returned
	W 4/17	<b>Quiz #4</b> <i>BH</i> 54, Citing sources Jefferson, “The Declaration of Independence” 191
14	M 4/22	<b>Corrected green book &amp; revision of 2<sup>nd</sup> Midterm essay due</b> King, “Letter from Birmingham Jail” 203-Vocabulary <i>BH</i> 55, Integrating sources
	W 4/24	<b>Last essay, exam preparation —bring large green book</b> Swift, “A Modest Proposal” 387
15 Environment	M 4/29	<b>Argument rough draft due--bring 2 copies (Peer Edit)</b> Klinkenborg, “Our Vanishing Night” 234 (Watch online) <i>BH</i> 56, MLA documentation style Graded 2 <sup>nd</sup> revision returned

	W 5/1	McKibben, "Curbing Nature's Paparazzi" 267 Preparation for final exam--study sheet and review of strategies <i>BH 57</i> , Sample MLA paper Graded last essay returned
<b>FINAL EXAM (location tbd)</b>	<b>Sat 5/4 8:00 am</b>	<b>Bring 2 yellow examination booklets, dictionary, pens, and highlighter</b>
16	M 5/6	<b>Argument essay due</b> Woolf, "Death of A Moth" 448
	W 5/8	<b>Quiz #5</b> Last day of instruction and Course wrap-up
17	M 5/13	<b>Last week of instruction—No class meeting</b>

### Campus Resources for Academic Assistance:

**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.

**Student Technology Resources:** Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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:** 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 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](http://peerconnections.sjsu.edu)) and be sure to come see us!