

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE: Written Communication A2), Section
02, Summer 2013

Instructor: Ted Shank
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Office Hours: T/Th 11:10-12:10
Class Days/Time: T/Th, 9:00-11:00 BBC 223

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

Required Texts/Readings

Required Textbooks

Kirszner and Mandell. Patterns for College Writing 12th Ed.
ISBN: 13: 978-0-312-69958-1

Lunsford, Andrea. The Everyday Writer. 5th Ed. ISBN 978-1-4576-1266-4

Other Readings

- Additional readings will be distributed in class.

Other equipment / material requirements

- Dictionary
- 3 ring binder w/ paper
- 3 large blue, yellow, or green composition books. These can be purchased at the Spartan Bookstore or at Roberts Bookstore

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.

College-Level Composition

While the development of college-level composition skills are important to our study, it is imperative to emphasize that such skills are only relevant to the content which they express and explore. Our goal this semester, in all that we do, from reading responses, to discussions, exercises, and essays, is to find and explore new ideas and insights about ourselves, and the world around us. College-level composition demands an exploration of the text, to self, to world mode of thinking and reflection. Therefore, our essays will be, on one level, personal in that they will be based on your experiences and observations; however, the essays will also be social and cultural as you-the writer- seek to connect your experiences to themes, concepts, ideas, and insights that transcend the "I" and enter the realm of the "us," the "we." What this all means is that I feel that my job as a college composition instructor is to foster the development of consciousness.

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).

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.

Classroom Protocol

Participation is preparation and it is an inseparable component to learning. To participate means that you prepare and craft all out-of-class essays in conjunction with our in-class exercises and discussions. To participate means that you read all essays closely and carefully, and that you complete all reading responses—before you come to class. To participate means that you are on time and ready to work when class starts. To participate means that you make significant effort to respond to, process, and share insights to questions posed in class. To participate means that you take notes and complete all in-class exercises. To participate means that all of your actions work to create a distraction-free, safe, positive, and comfortable learning environment. To participate means that you adhere to all deadlines and due dates. To participate means that you maintain focus and effort for the duration of our class meeting. Finally, to participate means that you maintain this degree of intensity for the duration of the semester. The above criteria is my expectation for college-level learning, and you must make the decision and commitment to work in this fashion. However, you must make the decision, now and every day for the rest of the semester, to participate and succeed.

Note: Please use common sense when it comes to your personal electronic devices. You cannot fully participate in our class if you are engaging in any form of communication that deters, even momentarily, you from the task at hand. Notice that in the above discussion of participation does not leave room for texting and/or communication with or through an electronic device.

Assignments and Grading Policy

Grading: A-F. This class must be passed with a C (75%) 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. There is a total 1000 points possible, and follows the traditional percentage breakdown: 90-100: A; 80-89: B; 70-79: C; 60-69: D; 0-59: F.

Assignments

- **Out-of-Class Essays 1, 2, and 3 (SLO 1,2,3,4) @ 125 points each.** Throughout the course of the semester, you will compose 4 out-of-class essays, one of which will be a revision of a previously composed and graded essay. Each essay will focus on a different rhetorical mode, all leading to our final argumentative/persuasive essay. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. In addition, for each essay, you will attend a peer-response workshop, which requires you to have a completed, formatted rough draft of your essay. Failure to have a completed draft for the workshop results in a 25 point deduction from the final draft of your essay.
- **Out-of-Class Essay #4 (SLO 1,2,3,4) @ 100 points.** Out-of-class essay #4 will be a reflective essay which will ask you to consider your learning and the development of your social and cultural consciousness throughout the course of the session.
- **In-class essays (SLO 1,2,3,4).** 3 total. The first in-class essay is for diagnostic purposes only, and thus ungraded. Essays #1 and #2 are worth 50 points each. After we compose our diagnostic in-class essay, we will compose two additional in-class essays. Each essay will focus on a specific skill set and will utilize elements we have been working on with our out-of-class essays as well. Furthermore, these essays will prepare you for our final exam. You will be given a rubric to help determine how to approach these essays, and we will have some specific in-class preparation.
- **Reading Responses (SLO 4): 10 @ 10 points each.** For 10 of the essays we will read this semester, you will compose a reading response. Reading responses are due in class immediately after they are discussed. The responses are designed to get you thinking about the reading before you come to class, strengthening your ability to complete the exercises for the day. If your response demonstrates care and concern for the task, it is worth full credit. If it shows a lack of care and concern, it is worth no points. I will help you better understand

the expectations, but for now think of each response as about 30-40 minutes of thinking and writing. Reading responses will be between 1- 2 pages, typed, and single spaced. Late or hand-written responses will not be accepted.

- **Course Binder @ 100 points.** Throughout the course of the session, you will be keeping and developing a course binder consisting of all in-class exercises. You will be numbering, dating, and keeping these exercises in your course binder. Keeping up your course binder is your responsibility. I strongly advise you to revise and clarify each exercise outside of class. Not only is this a good study habit, but it will help you process and retain what we have been working on, very important during summer session. See your schedule for when your binder is due.
- **Letter of Introduction @ 25 points.** On the first day of class, you will be assigned a letter in which you will introduce your self to your instructor. Of course, this assignment is to allow me to get to know you a bit, but it is also a chance for me to get to know your out-of-class writing a bit. If you do this assignment and meet the simple requirements outlined on the assignment sheet, you will earn 25 points. However, I want you to craft and compose what you consider to be your best sentence and paragraph level writing at this time. In addition, this assignment is part of how I assess the strengths and weaknesses of the class as a whole.
- **Mandatory Departmental Final Exam (SLO 1,2,3,4): 200 points.** On Thursday, August 8, we will compose our final exam, which will be an in-class essay. Basically our whole semester will prepare you for this task. I will inform you of the room number and time as soon as it is available to me. The final exam is mandatory, meaning that you must sit for the exam in order to be eligible to earn a grade in the course.
- **Everyday Writer readings and exercises.** You will be required to read a series of sections from The Everyday Writer. The purpose of these readings is to, first, generate familiarity with the writing handbook that will guide you through the remainder of your career at SJSU. In addition, you will read through a series of writing fundamentals. On scheduled dates (see our schedule) we will discuss and clarify “highlights” of the readings. It is important to note that it is your responsibility to be reading your handbook outside of class. These discussions will include exercises that will become part of your course binder. This will allow you to come by my office and talk about concepts and questions as they arise. If you put off this reading until the night before you are supposed to have it finished, you will NOT gain the intended benefits of this portion of our class. In the past, students have formed out-of-class study groups to meet weekly and discuss sections of this reading.
- **Point Breakdown**
- Out-of-Class Essays 1, 2, 3: 375 points total
- Reflective Essay: 100 points total
- In-Class Essays 1 and 2: 100 points total
- Reading responses: 100 points total
- Course Binder: 100 points total
- Mandatory Final In-Class Essay: 200 points
- Total: 1,000

Late Work Policy

Out-of-class essays #1, #2, and #3 have a one class meeting grace period, meaning that, if something happens, you can turn in the essay at the beginning of the next class meeting for no point deduction. After that time, the essay will not be accepted and will be scored as a 0. There is no exception to this policy, regardless of validity or severity. Out-of-class essay #4 has no grace period and cannot be turned in late. In-class essays can be made up during office hours up to one week after the initial date, if prior arrangement of at least two class meetings is made. Reading responses cannot be turned in late. To repeat, there are no exceptions to any aspect of this policy, regardless of validity or severity. If you prepare and treat due dates as serious commitments, this will not be a problem for you. If you know that you will be missing a due date, you can turn work in early. I DO NOT ACCEPT ELECTRONIC SUBMISSIONS OF ANY WORK PRODUCED FOR THIS CLASS.

Attendance

There is a direct correlation between promptness, attendance, and success in this class. It is your responsibility to be on time and attend each class session. There will be something of record either due or to be done on nearly every day of class, much of which cannot be made up. Not only will your score suffer with poor attendance, but it is impossible to learn and develop if you are not on time, in class, and actively engaging and participating in the material.

SJSU 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 are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>. One of the purposes for our diagnostic essay will be for me to determine which students will benefit from services offered at the Writing Center.

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

Summer 2013 Schedule of Due Dates and Assignments

This is a tentative schedule: It may change according to our class needs

Week One

Tuesday, June 4

- Course introduction/Syllabus overview
- Letter of Introduction assigned
- Diagnostic in-class essay
- You need to begin reading sections 31a-38c of Everyday Writer. Have these sections read and understood by 6/20 Review your syllabus for details concerning this reading.

Thursday, June 6

- Introductory exercises
- Master list of reading responses distributed

Week Two

Tuesday, June 11

- Letter of Introduction due
- Read: "The Dog Ate My Disk and Other Tales of Woe" (Patterns 460-465)
- Reading Response #1 Due

- Introduction to out-of-class essay #1
- Read: "Narration" (Patterns 97-108)

Thursday, June 13

- Read: "My First Conk" (Patterns 281-285)
- Read: "Only Daughter" (Patterns 111-115)
- Reading Responses #2, and #3 Due

Week Three

Tuesday, June 18

- Read: "My Mother Never Worked" (Patterns 121-125)
- Read: "38 Who Saw Murder Didn't Call Police" (Patterns 127-132)
- Reading responses #4 and #5 Due

Thursday, June 20

- Proofreading and editing exercises
- By today, you need to have finished reading sections 31a through 38c of Everyday Writer

Week Four

Tuesday, June 25

- Peer-Response Session #1: Complete, typed, formatted draft of essay #1 due at the beginning of class. Remember, you must have your draft and participate in the response session in order to be eligible for full credit.

Thursday, June 27

- Final Draft of Essay #1 Due. You must include the rough draft from the workshop and your peer responses.
- Introduction to out-of-class essay #2
- Read "Description" (Patterns 151-169)
- Preparation session for in-class essay #1
- Begin reading sections 25a-30b of Everyday Writer.
- Tuesday's reading, "Breakfast" distributed

Week Five

Tuesday, July 2

- Read "Breakfast" (handout)
- Reading Response #6 due
- Compose in-class essay #1. You must have a large, yellow or green book for this session.

*Thursday, July 4: **No Class***

Week Six

Tuesday, July 9

- Read "Ground Zero" (Patterns 182-187)
- Read "Once More to the Lake" (Patterns 194-201)
- Reading Responses #7 and #8 due

Thursday, July 11

- Editing and Proofreading Exercises
- By today, you need to have finished reading sections 25a through 30b of Everyday Writer

Week Seven

Tuesday, July 16

- Peer-Response Session #2: Complete, formatted, draft of essay #2 due at the beginning of class.
- Review and prepare for in-class essay #2
- Begin reading sections 39a through 48c of Everyday Writer.

Thursday, July 18

- Final Draft of Essay #2 Due
- Introduction to essay #3
- Read “Argumentation” (Patterns 525-550)
- Compose in-class essay #2

Week Eight

Tuesday, July 23

- Read “Just Walk on By” (Patterns 240-245)
- Introduction to Rhetorical Appeals
- Read “Letter from Birmingham Jail” (Patterns 566-581)
- Reading Responses #9 and #10 due

Thursday, July 25

- There is a very good chance that we will have to finish Tuesday’s rhetorical appeals exercise today
- Refutation Exercise. This will be based on “Letter from Birmingham Jail,” so you do not have a new reading for today.

Week Nine

Tuesday, July 30

- Workshop: Fundamentals of incorporating outside sources.
- Reflective Essay Introduced
- It will be helpful to look over all readings, reading responses, and in-class exercises for today’s session.

Thursday, August 1

- Editing and proofreading exercises
- By today, you need to have finished reading sections 39a through 48c of Everyday Writer

Week Ten

Tuesday, August 6

- Peer-Response Session #3: Complete, typed, formatted draft of essay #3 due at the beginning of class. Remember, you must have your draft and participate in the response session in order to be eligible for full credit.
- Review for Final In-Class Essay
- Course Binder details/reminders

Thursday, August 8: Last Day of Class

- Final Draft of Essay #3 due
- Reflective Essay due
- Course binder due
- Compose Final In-Class Essay

Summer 2013 Schedule of Due Dates and Assignments

This is a tentative schedule: It may change according to our class needs

Week One

Monday, June 3

- Course introduction
- Getting started exercises
- Letter of Introduction assigned
- You need to begin reading sections 31a-38c of Everyday Writer. Have these sections read and understood by 5/18. Review your syllabus for details concerning this reading.

Tuesday, June 4

- Diagnostic session

Thursday, June 6

- Terminology review and opening discussion
- Master list of reading responses distributed
- Letter of Introduction due

Week Two

Monday, June 10

- Read: “The Dog Ate My Disk and Other Tales of Woe” (Patterns 460-465)
- Reading Response #1 Due
- Introduction to out-of-class essay #1
- Read: “Narration” (Patterns 97-108)

Tuesday, June 11

- Read: “My First Conk” (Patterns 281-285)
- Read: “Only Daughter” (Patterns 111-115)
- Reading Responses #2 and #3 Due

Thursday, June 13

- Read: “38 Who Saw Murder Didn’t Call Police” (Patterns 127-132)
- Reading response #4 Due

Week Three

Monday, June 17

- Read: “My Mother Never Worked” (Patterns 121-125)
- Read: “Indian Education” (Patterns 142-147)
- Reading Response #5 Due

Tuesday, June 18

- Proofreading and editing exercises
- By today, you need to have finished reading sections 31a through 38c of Everyday Writer

Thursday, June 20

* Peer-Response Session #1: Complete, typed, formatted draft of essay #1 due at the beginning of class. Remember, you must have your draft and participate in the response session in order to be eligible for full credit.

Week Four

Monday, June 24

- Final Draft of Essay #1 Due. You must include the rough draft from the workshop and your peer responses.
- Preparation session for in-class essay #1
- Begin reading sections 25a-30b of Everyday Writer.

Tuesday, June 25

* Compose in-class essay #1. You must have a large, yellow or green book for this session.

Thursday, June 27

- Introduction to out-of-class essay #2
- Read “Description” (Patterns 151-169)
- Analysis of sample paragraphs
- Monday’s reading, “Breakfast” distributed

Week Five

Monday, July 1

- Read: “Breakfast” (handout)
- Read “Ground Zero” (Patterns 182-187)
- Reading responses #6 and #7 due

Tuesday, July 2

- Read “Once More to the Lake” (Patterns 194-201)
- Reading response #8 due

*Thursday, July 4: **No Class***

Week Six

Monday, July 8

*Analysis of sample descriptive essays (Handouts)

Tuesday, July 9

- Editing and Proofreading Exercises
- By today, you need to have finished reading sections 25a through 30b of Everyday Writer

Thursday, July 11

* Peer-Response Session #2: Complete, typed, formatted draft of essay #2 due at the beginning of class. Remember, you must have your draft and participate in the response session in order to be eligible for full credit.

Week Seven

Monday, July 15

- Final Draft of Essay #2 Due. You must include your rough draft from the response session and your peer responses.
- Review and prepare for in-class essay #2
- Begin reading sections 39a through 48c of Everyday Writer.

Tuesday, July 16

* Compose in-class essay #2

Thursday, 18

- Introduction to essay #3
- Read “Argumentation” (Patterns 525-550)
- Read “Just Walk on By” (Patterns 240-245)
- Reading Response #9 due

Week Eight

Monday, July 22

- Introduction to Rhetorical Appeals
- Read “Letter from Birmingham Jail” (Patterns 566-581)
- Reading Response #10 due

Tuesday, July 23

- There is a very good chance that we will have to finish Monday’s rhetorical appeals exercise today
- Refutation Exercise. This will be based on “Letter from Birmingham Jail,” so you do not have a new reading for today.

Thursday, July 25

- Workshop: Fundamentals of incorporating outside sources.
- Reading response for Monday’s reading explained

Week Nine

Monday, July 29

- Reflective Essay Introduced
- Read “The Lottery” (Patterns 311-318)
- Reading response for “The Lottery” due
- It will be helpful to look over all readings, reading responses, and in-class exercises for today’s session.

Tuesday, July 30

- Editing and proofreading exercises
- By today, you need to have finished reading sections 39a through 48c of Everyday Writer

Thursday, August 1

* Peer-Response Session #3: Complete, typed, formatted draft of essay #3 due at the beginning of class. Remember, you must have your draft and participate in the response session in order to be eligible for full credit.

Week Ten

Monday, August 5

- Final draft of essay #3 due. You must also include your rough draft and peer responses.
- Course Conclusion Exercise

Tuesday, August 6

- Review for Final In-Class Essay
- Course Binder review

Thursday, August 8: Last Day of Class

- Reflective Essay due
- Course binder due
- Compose Final In-Class Essay

