

**San José State University**  
**Department of English and Comparative Literature**

**English 1A: Composition 1 (Section 04) – Fall 2014**

*“I think I did pretty well, considering I started out with nothing but a bunch of blank paper.”*  
--Steve Martin

**Course and Contact Information**

**Instructor:** Jill Logan  
**Office Location:** FOB 105  
**Telephone:** (408) 924-4024  
**Email:** jill.logan@sjsu.edu  
**Office Hours:** MoWe 9:00-10:00 or by appointment  
**Class Days/Time:** MoWe 7:30-8:45  
**Classroom:** Boccardo Business Center 122

**Prerequisites:** **Passage by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2**

**GE/SJSU Studies 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.

**Learning Outcomes and Course Goals**

Upon successful completion of this course, students will be able to do the following:

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.

Additionally, students will 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).

## Required Texts/Readings

### Textbook

*Patterns for College Writing* (12<sup>th</sup> ed.) Bedford/St. Martin's, ISBN 978-0312676840  
Available at San Jose University Spartan Bookstore

### Other equipment / material requirements

- College-level dictionary
- Lined binder paper for in-class writing
- Internet access and email
- Highlighters

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Participation and Attendance

This class is largely composed of discussions and in-class activities, and therefore, attendance and punctuality are extremely important. You should bring a hard copy of your reading material to class every day; failure to properly prepare for class, or *texting in class*, will require me to ask you to leave. I reserve the right to give quizzes.

If you should miss class, it is *your* responsibility to cover the material from the missed session, acquire handouts distributed in class, and acquaint yourself with any announcements made about assignments.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Assignments

### *In-class Essays*

You will complete three timed, in-class essays: one diagnostic, one that focuses on exemplification, and one that focuses on definition and integrating sources.. I will give you more information about the specifics of these later in the class. **If you are absent for an in-class essay, you have one week to schedule an appointment with me to make it up.**

### *Formal Essays*

You will be required to complete three formal essay assignments: a personal narrative essay, a compare and contrast essay, and an argumentative essay. I will provide written instructions for each of them. I expect you to work on multiple drafts before the final draft is due, and I am happy to provide feedback before the final deadline, providing you meet with me during office hours or by appointment. (I will not review drafts through e-mail.) Your **Rough Drafts** will be due on Canvas in advance of the **Final Drafts**.

### *Reading Responses*

For each reading assignment, you will be required to post a Reading Response on Canvas by 7:00 a.m. the day that reading will be discussed. I will post a prompt and you will write a **100-200 word response** to it. You will post these under **Discussions** on our Canvas site. (Please enter them in the text box rather than as attachments.) We will use these responses in various ways as springboards for our discussions in class and for your writing assignments. Some will be creative, while others will be more critical.

### *In-class Writing Activities*

These activities will be designed to help with various stages of the writing process. I will give individual instruction on these during class time. **Missed In-class Writing Activities cannot be made up.**

### *Journal*

At the end of the class, you will turn in a Journal comprised of passages you’ve read and your reflections on them. The Journal may take a variety of forms (e.g., handwritten, scrapbook, online) and I will give you more detailed instructions later in the class. The Journal will also include a **Critical Reflection**, in which you will discuss your own processes of reading and writing. We will present these on the last day of class.

### Quizzes:

Should the need arise, I reserve the right to give quizzes about the texts we discuss on a particular day. Grades from these quizzes would be factored into your Reading Responses grade.

### Assignments

Type	Number of Words	Learning Outcome
In-class Diagnostic Essay (1.25 hours)	600	1/2/3/4
In-class Essay (1.25 hours)	600	1/2/3/4
In-class Essay (1.25 hours)	600	1/2/3/4
Rough Drafts (3)	4100	1
Final Essay #1: Narrative	1300	1/2/3/4
Final Essay #2: Compare & Contrast	1300	1/2/3/4
Final Essay #3: Argumentative	1500	1/2/3/4
Reading Responses	9 x 200	2/4
In-class Writing Activities	varies	1/2/3/4
Peer Review Critiques	varies	1
Journal/Critical Reflection	1000	1/2/3/4

### Grading Policy

The point breakdown for the class is as follows:

Assignment	Points Possible	My score
Participation	50	
In-class Diagnostic Essay	50	
In-class Essay #2	50	
In-class Essay #3	50	
Rough Drafts (3 x 50 points each)	150	
Final Essay #1: Narrative	100	
Final Essay #2: Compare & Contrast	100	
Final Essay #3: Argumentative	100	
Reading Responses (9 x 10 points each)	90	
In-class Writing Activities (9 x 10 points each)	90	
Peer Review Critiques	20	
Journal /Critical Reflection	50	
<b>Total Points</b>	<b>900</b>	

## Grading Scale:

A+ = 97-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A = 93-96%	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%

**This course must be passed with a C or better as a CSU graduation requirement.**

If you do not understand the reason you received a specific grade, please ask for clarification *at least 24 hours after receiving it, and at most one week after.*

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### Late Work

Assignments are due at the beginning of class (*except Reading Responses, which are due at 7:00 a.m. on the day they are being discussed*). Any papers not turned in at the beginning of the class period will be lowered one full letter grade, with additional deductions of one full grade for each additional day they are late. **This policy only applies to essays; I will not accept late work for Reading Responses or In-Class Writing Activities.**

### Classroom Protocol and Expectations

Your task as a student will be to take advantage of the readings and class instruction and to embrace the processes of writing and reading. To help foster a positive classroom community, I expect that students will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will attend class regularly and give your full attention to the material. As college students, I expect you to acknowledge that you are participating in a level of education where effort is not enough to justify a high grade, and I expect that you will not plagiarize or otherwise steal the work of others. I also expect that you will accept the consequences – good or bad – of your actions.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your grade will reflect the quality of your work and nothing else. I believe that this course is extremely important for your intellectual and personal growth, and my teaching will reflect this belief.

## Paper Formatting

In order to help me grade fairly, all assignments (except those completed in class) must be typed, double-spaced, and in Times New Roman 12-point font with one-inch margins. Assignments of more than one page must be stapled. The following example demonstrates how a paper should be formatted.

Your Name  
Instructor: Jill Logan  
ENGL 1A – Section #  
Date

Your Specific Title Goes Here

The text of your paper begins here. Notice that this text is left-justified. Also make sure that all margins are set at 1". You should choose the Times New Roman font in size 12. All text should be double-spaced.

On all following pages, the header should include your last name and page number, such as "Griswald 2," on the right-hand side of the page. To set this up, choose "View/Header and Footer" in most word processors. Be sure to use the "#" command to place the page number in your header, so that the computer will automatically paginate your document. (You can take the header off the first page by placing a check mark before "Different first page" under "File/Page Setup/Layout.")

## University Policies

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 10<sup>th</sup> 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.

### **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) at <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. (Note: You need to have a QR Reader to scan this code.)



### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# Course Schedule

## English 1A: Composition 1 (Section 04) – Fall 2014

\*Schedule subject to change with fair notice at Instructor's discretion.

### Course Schedule

Week	Date	Readings, Assignments & Deadlines
1	M 8/25	Introductions
1	W 8/27	<b>In-class Diagnostic Essay</b>
2	M 9/1	Labor Day – Campus Closed
2	W 9/3	Discuss: Tan's "Mother Tongue" 466-471 Writing Activity #1
3	M 9/8	<b>Due on Canvas by 7:00 a.m.: Reading Response #1</b> Discuss: Reading to Write: Becoming a Critical Reader 13-27 Discuss: Cisneros' "Only Daughter" 111-114 Discuss: Satrapi's "The Socks" 109
3	W 9/10	Discuss: "Narration" 97-107 Discuss: Gansberg's "Thirty-Eight Who Saw Murder Didn't Call the Police" 127-130 Writing Activity #2 <i>Bring to class: A news article about a crime</i>
4	M 9/15	<b>Due on Canvas by 7:00 a.m.: Reading Response #2</b> Discuss: Edmundson's "Pink Floyd Night School" 116-118 Discuss: Smith-Yackel's "My Mother Never Worked" 121-124
4	W 9/17	<b>Rough Draft due to Canvas: Personal Narrative</b> <i>Bring to class: 1 printed copy of your essay, 3 different colors of highlighters</i>
5	M 9/22	<b>Due on Canvas by 7:00 a.m.: Reading Response #3</b> Discuss: "Description" 151-169 Discuss: Berne's "Ground Zero" 182-184
5	W 9/24	Discuss: Alexie's "Indian Education" 142-147 Writing Activity #3

Week	Date	Readings, Assignments & Deadlines
6	M 9/29	Discuss: Editing and Proofreading 81-93 Writing Activity #4
6	W 10/1	<b>Final Draft due to Canvas: Personal Narrative Essay</b> Writing Activity #5
7	M 10/6	Due on Canvas by 7:00 a.m.: Reading Response #4 Discuss: Exemplification 211-218 Discuss: Staples' "Just Walk on By" 240-243
7	W 10/8	<b>In-class Essay (Exemplification)</b>
8	M 10/13	Due on Canvas by 7:00 a.m.: Reading Response #5 Discuss: Comparison and Contrast 371-390 Discuss: Rubin's "Environmentalism as Religion" 399-401
8	W 10/15	Discuss: Integrating Sources and Avoiding Plagiarism 711-721 Thesis Workshop
9	M 10/20	Due on Canvas by 7:00 a.m.: Reading Response #6 Discuss: "Definition" 489-501 Discuss: Daum's "Fameiness" 511-513 Discuss: Rosenwald Smith's "The Wife-Beater" 516-517
9	W 10/22	<b>In-class Essay (Definition and Integrating Sources)</b>
10	M 10/27	Due on Canvas by 7:00 a.m.: Reading Response #7 Discuss: Chua's "Why Chinese Mothers Are Superior" 410-414 Discuss: Tannen's "Sex, Lies, and Conversation" 423-427 Discuss: Brooks' "Sadie and Maud" 430-431
10	W 10/29	<i>Rough Draft due to Canvas: Compare &amp; Contrast Essay</i> Peer Reviews <i>Bring to class: 1 printed copy of your essay</i>
11	M 11/3	Mid-semester Grammar Slammer
11	W 11/5	<b>Final Draft due to Canvas: Compare and Contrast Essay</b> Writing Activity #6
12	M 11/10	Due on Canvas by 7:00 a.m.: Reading Response #8

Week	Date	Readings, Assignments & Deadlines
		Discuss: "Argumentation" 533-550
12	W 11/12	Discuss: King's "Letter from Birmingham Jail" 566-578 Discuss: Chafets' "Let Steroids into the Hall of Fame" 253-255 Writing Activity #7
13	M 11/17	Discuss: Understanding Thesis and Support 43-47 Thesis Workshop
13	W 11/19	Organize for In-class Debate
14	M 11/24	In-class Debate
14	W 11/26	<b>Due on Canvas by 7:00 a.m.: Reading Response #9</b> Discuss Kamenetz's "Take This Internship and Shove It" 583-585
15	M 12/1	<i>Rough Draft due in class: Argumentative Essay</i> Writing Workshop <i>Bring to class: 4 printed copies of your essay</i>
15	W 12/3	Discuss: "Finding and Evaluating Sources" 705-710 "Documenting Sources: MLA" 723-742 Writing Activity #8
16	M 12/8	<b>Final Draft due to Canvas: Argumentative Essay</b> Writing Activity #9
16	W 12/10	<b>Journal presentations</b>
Final	F 12/12 7:15-9:30	Finals Jeopardy