

San José State University
Humanities and the Arts/English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 15, Fall 2014

Course and Contact Information

Instructor:	Sarah Prasad
Office Location:	Faculty Offices 212
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Office Hours:	Tuesdays and Thursdays 12:15-1:15pm
Class Days/Time:	Mondays and Wednesdays 10:30-11:45am
Classroom:	HGH 124
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE/SJSU Studies Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates. Please check the email address that you have listed in MySJSU to make sure it's the correct one.

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. Students will be introduced to citing sources.

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

Learning Outcomes and 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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

GE Learning Outcomes (GELO)

Students shall

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

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 AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

Textbook

1. The rhetoric *A Sequence for Academic Writing*, by Behrens and Rosen (available at the bookstore, ISBN 9780321906816)
2. For grammar and other exercises: *the Prasad Reader* (available at the bookstore)

Other Readings

1. SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford
Print ISBN: 9781457667121
Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>), provided free from SJSU
Online: <http://www.macmillanhighered.com/techsupport>
2. The Campus Reads Selection: Sonia Sotomayor's memoir *My Beloved World* (provided free from SJSU, ISBN 9780345804839)
3. Other readings will be posted on Canvas for you to access free.

Other equipment / material requirements

Canvas

Canvas is our new online Learning Management System, so you will be required to participate there for homework and exercises. Login at URL: <https://sjsu.instructure.com> using your SJSU One account information. **Please note:** in Canvas, the only acceptable formats that can be used for uploading information are: MS Word, Acrobat PDF, Postscript, Text, HTML, WordPerfect (WPD) and Rich Text Format. If you don't use these formats, your documents will not be accepted and you may lose points for missing assignments. Please let your instructor know if you need help.

Everyday Writer LearningCurve

Part of our grammar lessons will come from the free online component to the Everyday Writer handbook, which is called LearningCurve. I will introduce it to you in class and you will be expected to do work in there periodically throughout the semester.

Library Liaison

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

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>.

Please see the Course Schedule at the end of this document for more details on course requirements and assignments.

Note:

1. Additional homework will be assigned periodically throughout the semester.
2. Communications about homework and the class in general will be sent via Canvas.
3. All parts of the semester plan are subject to change. Notice will be sent out via Canvas.

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."

Grading Policy

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-65	F	64-0

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.

“A” work will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic constructions at the college level and appropriate to the work’s intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, “A” work succeeds in communicating ideas clearly and effectively to the target audience.

“B” work will demonstrate abilities in the same categories as “A” work. The chief difference is that “B” work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

“C” work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning.

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment.

Details:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.
- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren’t.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.
- Extra credit may be assigned throughout the semester.

Essays	50%
Rough drafts	20%
Homework	20%
Final portfolio	10%

Final Assignment:

Instead of a final exam, you will write a critical reflection at the end of the class. 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. When assembling this portfolio packet, it might be a good idea to visit our Peer Mentor Judy Kikhia (see below) in Peer Connections for guidance. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

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.

Classroom Protocol

Participation and Active Learning: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a “good faith” draft, your grade on the final draft will be lowered 10%. A “good faith” draft is typed, **has the full word count**, and shows careful thought and planning even though it may be unfinished.

Classroom Etiquette: Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

Email: When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

Twitter: Please create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet homework and assignment reminders, so it's a good idea to try this new technology if you can.

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/. 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 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 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.

Part of Peer Connections is the Peer Mentor Program. Our Peer Mentor is listed and described below.

Peer Mentor: Judy Kikhia

What she says about herself: I was raised in the Bay Area and love it here. I'm a third-year Microbiology student here at SJSU. I'm also a sister of five and spend most of my free time reading or baking. One thing I absolutely love is meeting new people!

Email Address: judy.kikhia@sjsu.edu

Office Hours & Location: Monday 5:30-7pm in Clark Hall (at the Peer Mentor desk), and Fridays 2-3pm in SSC (follow the signs for Peer Connections).

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 7th 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>.

English 1A Section 15/Composition I, Fall 2014

Note: All information in this schedule is schedule to change; notice will be emailed via Canvas

Course Schedule

Assignments	Due date	Word count	Percentage of grade
Essay 1 in class (Critical reading)	9/10	500	5%
Essay 2 (Letter to a Public Forum)	10/6	1000	10%
Essay 3 in class (Critical Reading)	10/15	500	5%
Essay 4(Profile)	11/12	1000	10%
Essay 5 in class (Critical Reading)	11/19	500	5%
Essay 6 (Critical Essay)	12/8	1200	15%
Final Reflective Assignment	12/15	750	10%
total		5450	60.00%
Week	Tuesday	Thursday	
1	8/25 Review syllabus and address questions. Name game Getting started with Reading and the Reading Process Intensive PPP Malcolm X's "Learning to Read" HW: Reread and code "Learning to Read." Bring the reading to class. HW consider who you are as a reader and writer	8/27 Reviewing names In-class writing: Diagnostic PPP Sherman Alexie's "Superman and Me" HW: Reread and code "Superman and Me" Bring the reading to class.	
2	9/1 Labor Day—no class	9/3 Judy Kikhia's first day Homework check Freewrite: Reflection on the reading process Discussion about the writing process. Deconstructing Alexie and X Considering what to do next: Summary vs. critical reading	
3	9/8 Time management workshop Making a weekly plan Prep for Essay 1 More summary vs. critical	9/10 Essay 1—in class writing Preview: paragraph structure: PIE	

	reading	
4	9/15 The writing process. A PIE paragraph about your process PPP Rose “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block”	9/17 Intensive workshop on Rose article. Connecting to individual writing process. HW: Research Sotomayor and bring “My Beloved World” to class
5	9/22 Intro Sotomayor and PPP “My Beloved World” (“MBW”) Adjective clauses PPP Murray “Response of a Laboratory Rat—or Being Protooled”	9/24 Fight vs. Argument Argument synthesis (Ch 4) Thesis statements More adjective clauses PPP Lamott “Shitty First Draft”
6	9/29 Organization strategies Preparation for Peer Review More “MBW”	10/1 Peer Review for Essay 2
7	10/6 Essay 2 due Logos, pathos, and ethos Finding each in “MBW” HW Finding one in another source	10/8 Study Skills workshop When to quote and when to paraphrase More “MBW”
8	10/13 More “MBW” Compiling ideas about student success Essay organization Prep for Essay 3 Prep for Sotomayor’s visit on 10/20	10/15 Essay 3—in class writing Ideas of success brainstorm PPP “What would make this a successful year for you? How students define success in college” by Nancy Jennings et al (Liberal Education).
9	10/20 Discuss “What would make...” PPP “The best definition of success is the one you never use” by Jeff Hadner (LinkedIn) and “5 ways to define success” by Linda Seger (FCEDA) Discussion of sources	10/22 Discuss Hadner and Seger Graphic organizer for all ideas of success HW: Refining your idea of success FANBOYS
10	10/27 More “MBW” Critical thinking: developing discussion questions that inspire higher order thinking Organization More FANBOYS	10/29 What is a profile? Looking at an image of American success: Dr Oz. Who is he? PPP “The Operator” by Michael Specter. Breaking the reading

		into sections.
11	11/3 Analysis (Ch 5) Bringing the sections to class and compiling the reading. Addressing success throughout Organization: How is “The Operator” organized?	11/5 Noun Phrase Appositives Introductions
12	11/10 More NPAs Peer Review Essay 4	11/12 Essay 4 due Active vs Passive PPP “NY governor says college for inmates will pay off for taxpayers” by Brian Mann
13	11/17 Discussion of the reading for reactions Watch “The Insight Garden...” video clip (http://www.npr.org/blogs/thesalt/2014/01/12/261397333/prison-gardens-help-inmates-grow-their-own-food-and-skills) PPP “Prison gardens help inmates grow their own food—and skills” by Eliza Barclay Introduction to the databases	11/19 Essay 5—in class PPP “Prisoners Dilemma” in America
14	11/24 Starting the group project—what do we want to know about prisoners, which prisoners do we want to look at, and how do we want to connect them to the idea of success? Making a plan for this project. More “MBW”	11/26 Conclusions Parallel Structure Prison project
15	12/1 Stress Management workshop More “MBW”	12/3 Peer review Essay 6
16	12/8 Essay 6 due Preparation for final reflective assignment. In-class workshop: Annotate the essays for your portfolio	12/10 Final reflective assignment workshop: analysis and final touches
	12/15 Monday Final reflective assignment due with final presentation	

	0945-1200	
WINTER BREAK		

FALL 2014

Friday..... July 4Independence Day - Campus Closed (**I**)
Thursday..... August 21Academic Year Begins – Fall Semester Begins
Thursday - Friday..... August 21-22Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences (**P**)
Monday..... August 25First Day of Instruction – Classes Begin
Monday..... September 1.....Labor Day - Campus Closed (**L**)
Friday..... September 5.....Last Day to Drop Courses Without an Entry on Student's Permanent Record (**D**)
Friday..... September 12.....Last Day to Add Courses & Register Late (**A**)
Monday..... September 22.....Enrollment Census Date (**CD**)
Tuesday..... November 11.....Veteran's Day - Campus Closed (**V**)
Wednesday..... November 26.....Classes that start at 5:00 PM or later will not meet.
Thursday..... November 27.....Thanksgiving Holiday - Campus Closed (**T**)
Friday..... November 28.....Rescheduled Holiday - Campus Closed (**RH**)
Wednesday..... December 10.....Last Day of Instruction - Last Day of Classes
Thursday..... December 11.....Study/Conference Day (no classes or exams) (**SC**)
Friday..... December 12.....Final Examinations (**exams**)
Monday-Thursday..... December 15-18.....Final Examinations (**exams**)
Friday..... December 19.....Final Examinations Make-Up Day (**MU**)
Monday..... December 22.....Grade Evaluation Day (**E**)
Tuesday..... December 23.....Grades Due From Faculty - End of Fall Semester (**G**)
December 24-.....WINTER RECESS
January 20
Thursday..... December 25Christmas Holiday - Campus Closed (**CH**)