

San Jose State University

Department of English and Comparative Lit

Eng 1A Syllabus

Fall Term 2014 Dr. Victor Vargas

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Class Mon & Weds 1:30-2:45/ RM

Course Description

Texts

Required: Online version of Writing Spaces: Readings on Writing, Volume 1

(<http://writing.colostate.edu/textbooks/writingspaces1.cfm>)

Essays of the Masters. Edited by Charles Neider. NY: Cooper Square Press, 2000.

Lunsford, Andrea A. *The Everyday Writer*. 5th Edition. Bedford. Online text.

COURSE DISCRIPTION

This course introduces the techniques of collegiate English composition with emphasis on clear and effective writing and analytical reading. Students will write a series of essays including a documented textual analysis paper. Because this is a collegiate level writing course, students must enroll with strong grammatical competence. Students will develop college-level reading ability, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Special emphasis will be given to personal narratives, both in writings and readings.

COURSE WRITING GOALS

1. Find your writing voice
2. Use specific and concrete details to support your thesis
3. Organize details in a pattern logically related to the thesis
4. Create introductions, transitions, and conclusions
5. Practice writing as a multi-step process with particular attention to planning and revision
6. Identify and practice writing for different audiences and purposes
7. Compose organized and developed essays that increase in complexity
8. Proofread for recurrent word usage and sentence-level errors
9. Write a unified, focused, and analytical essay based on a thesis
10. Have fun.

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

SJSU Course Learning Objectives

1. Clear ability to respond critically to one's own and others' experiences and ideas.
2. Clear sequential relationship between supporting ideas and central argument/controlling idea.
3. Evidence of strong synthesis, argumentation, analysis, and/or problem---solving skills.
4. Effective organization within the paragraph and the essay.

5. Accuracy, variety, and clarity of sentences.
6. Appropriate diction.
7. Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

GE Learning Objectives (GELOs):

SLO 1: Students shall demonstrate the ability to read actively and rhetorically.

SLO 2: Students shall demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, revising, and editing) and demonstrate awareness of said performance.

SLO 3: Students shall articulate an awareness of and write according to the rhetorical feature of texts, such as purpose, audience, context, and rhetorical appeals.

SLO 4: Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

SLO 5: Students shall demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Course Content

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least three essays shall be written in class. English 1A classes require at least three out-of-class essays. How the 8000-word minimum will be met and distributed must be clearly indicated on greensheets.

Students shall receive frequent evaluation of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

Reading: Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences.

Research: English 1A may initiate students in the use of the library, but library research is not a required element of the course.

Diversity: Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

Tutoring: Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center.

Mandated Writing Center statement: “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: 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.”

ASSIGNMENTS

ASSIGNMENTS PERCENTAGE POINTS YOUR SCORE

Essay #1 Personal Narrative Analysis Essay -10%- 100 points- 1000 words

Summarizing Ideas Essay (incorporating texts) & DRAFT MATERIALS

15% -150 Points - 1500 words

Essay #2: Comparing and Contrasting (incorporating texts)

15%- 150 Points -1500 words

Essay #3: Definition Essay (related to texts) & DRAFT MATERIALS

15% 150 Points – 1500 words

Essay #4: Analytical essay (incorporating texts) & DRAFT MATERIALS

15% 150 Points - 1500 words

4 In-class reflective essays- 5% - 5 points each – 50 words each

(5% x 4 = 20%) (50 words x 4 = 200) (5 points x 4= 20 points)

FINAL Reflective essay – In Class 10% 100 POINTS - 1000 words

TOTALS- 8000 words – 1000points – 100%

GRADING POLICY

This class must be passed with a C or higher to move on to CORE GE

Area A2 and to satisfy the prerequisite for English 1B (C- is not acceptable for 1B). A passing grade in the course signifies that the student is a capable college-level writer and reader of English. This course must be passed with a C or better as a CSU graduation requirement. Your grade will be calculated using the following weighted system:

A+: 100-98% B+: 89-88% C+: 79-78% D+: 69-68% F: 0-59

A: 97-94% B: 87-84% C: 77-74% D: 67-64%

A-: 93-90% B-: 83-80% C-: 73-70% D-: 63-60%

If you wish to challenge a grade or discuss a grade, you must wait 48 hours until after the grade and you must provide a typed 1-2pg letter explaining:

- o (1) why you feel the grade was incorrect,
- o (2) what revision/opportunity you would like to be granted and how that fits with the syllabus policies
- o (3) when in the space of the quarter, you would complete the revision/opportunity.

JOURNAL

You will be asked to keep a journal throughout this quarter for reflecting on readings, films, class discussions, and your individual creative and critical process. This journal will be a place for you to express your ideas in a more casual way than in your papers.

- For all reading assignments, you will be expected to not only read the assignment, but also write a **1/2 page response** in your journal.
- The response can be about your reaction to or interpretation of the reading.
- Additionally, **remember to bring your journal to class every day** because we will often start class by sharing journal entries. The basis for the In-class essays will depend greatly on the journal responses.

- **Also, in-class free writes and grammar exercises will be done in the journal.**
- **The journal will be checked three times throughout the quarter and checked off daily for HW**

COURSE REQUIREMENTS

Any essay having more than 5 of the following errors per page will not receive a passing grade.

Examples of major errors:

- Fragments
- Subject-verb agreement
- Comma splice
- Preposition errors
- Use of Contractions
- Run-on Sentences
- Verb tense errors
- Confusing/Unclear Sentences
- Verb form
- Misuse of possessives
- Pronoun agreement
- Pronoun reference
- Sentence Focus

Please start working on any weaknesses as soon as you get your First Essay back.

STUDENT ATTENDANCE POLICY

Students are expected to attend all sessions of each class. Instructors may drop students from the class if they fail to attend the first class meeting, or when accumulated unexcused hours of absences **exceed ten percent of the total number of hours the class meets during the semester**. Moreover, an instructor may drop from the class any student who fails to attend at least two class sessions during the first three weeks of instruction.

Attendance is required every day because all class time counts. Writing, reading, and critical thinking are skills that are improved through constant practice. Students who attend class regularly are more likely to succeed, so come on time, stay for the whole class, and be active in class.

- If you are absent, you are responsible finding out any announcements or assignment changes made in class (contact one of your lifelines for the info—not me).
- Late essays will be penalized one full letter grade for each day it is late.
- No late homework will be accepted.
- Essays, homework, or journal entries will **NOT** be accepted via e-mail.
- **If you exceed more than one week's worth of absences, I will talk with you about dropping the course.**
- If something tragic occurs, please let me know how I can help you make it through the course. I am willing to work with you if you are dedicated.
- If you claim death or illness prevents you from turning in an essay, you will have to present a death certificate or doctor's note.
- **If you stop coming to class, you are responsible for dropping yourself or you will receive an F.**

POLITENESS POLICY

Politeness is more than a request -- it is a requirement for this class.

Out of courtesy for your classmates, please mute the sound on your cell phone.

1. Please do not take calls in class or text message in-class!

a. -Anyone caught doing this will be asked to leave the class for the day and receive an unexcused absence.

2. Your cell phone must be in your bag during all of class unless the instructor asks you to take it out for an activity.
3. Remember to be courteous to everyone in the class, even when you disagree.
4. Please do not carry on conversations while I am talking, during a presentation, or when a classmate is talking. This is rude and I will ask you to leave if the behavior continues.
5. Computers/iPads are encouraged for note taking and class work, but anyone caught using them for entertainment purposes will be removed from the class for the day and will receive an absence. **WARNING:** *Disruptive students will be asked to leave the class and will lose their participation points for that day!*

REVISION POLICY

- Revision will be a central part of this class. With some assignments, the revision process may be more detailed than others.
Only papers that have completed all parts of the draft phase and peer review will be eligible for a revision.
- You must complete the revision within one week of receiving written instructor comments.
- All your revision changes must be highlighted.
- In instances where you're asked to revise a final essay version, your revision score will be averaged with your original score to equal your final grade on the assignment.

LATE WORK:

- Assignments are due in-class (NOT my email box) on the due date.
- Homework is due at the beginning of class, so if you come to class late, your homework is late.
- **Late homework assignments are worth 0 points.**
- **Late journals are worth 0.**
- If you claim a death or illness prevents you from turning in an assignment, you must produce a death certificate or doctor's note to receive an extension.
- **Due dates are final and will not be altered to fit your personal needs.**
- If you are absent on the day we have an essay examination, you must schedule a make-up with me by the next day, **or you will receive an F on the assignment.**

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**)⁵ Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping class

Plagiarism:

Don't even think about it! All work you turn in must be the product of your own brain! I want to hear your ideas and your voice because the only way to become a better writer is to write. Plagiarism prevents you from becoming a great writer and ruins your reputation as a student. If you intentionally plagiarize any assignment, you will receive a failing grade on the assignment and may receive a failing grade in the class, as well as face possible expulsion from this college. If you are uncertain about the rules for using a source, come see me before you turn in the assignment.

VISUAL FORMAT FOR ALL ESSAYS AND HOMEWORK:

All the information below should be in your heading at the top left corner of every essay, exercise, or homework assignment you submit to me. An incomplete heading may lower your grade on that assignment.

NAME
INSTRUCTOR'S NAME
ENG 1A
SAN JOSE STATE UNIVERSITY
DATE

For essays only:

You should center an *original title* (meaning the creation of your own brain and not just the assignment title) below your heading. Your original title should preview your essay and be thought-provoking or interesting. All essays and homework **must be typed, with margins of one inch all around, double-spaced, times new roman and size 12 font.** DO NOT include a cover sheet!

PARTICIPATION

One of the things I love most about teaching is that it gives us the opportunity to talk about issues of the human condition. We look different from one another, come from different cultural and personal experiences, and have different talents, goals, and opinions. Boldly sharing these differences will make discussions and our class great fun, so I look forward to hearing all of your voices whenever you are comfortable.

I am not the only teacher in the classroom; I am also learning from you. My goal for you is to actively engage in the texts we read and the subjects we write about, rather than asking you to passively regurgitate my ideas. When you do your homework, try to generate questions and ideas before class meets because if your participation is active and constant throughout the quarter, I will increase your grade by 1/2 letter grade.

THE SYLLABUS and/or SCHEDULE DISCLAIMER

- Changes to the syllabus and/or schedule may occur as an instructor deems necessary.
- Please note that it is the student's responsibility to stay informed of these changes.
- I will note syllabus changes in an e-mail and in class
- You might also consider selecting a study partner or creating a study group whom you can contact if you have questions about changes to the syllabus/schedule.

Note:

If you have any special circumstances that you feel may influence your performance in this class (a diagnosed learning disability, physical disability, or anything at all that might interfere with your learning), please come chat with me so that we can create a learning environment that works for you. Accommodating services are offered by the Accessible Education Center- www.sjsu.edu/aec

Something to Think About:

Among other things, life is about choices. Please make your choices wisely because with the privilege of making them comes the consequences with which you will have to live. Not doing homework is a choice. Turning in a paper late is a choice. Not coming to class is a choice. Conversely, being successful in this class is also a choice. Before you do anything, ask yourself, "What outcome do I want, and what should I do to obtain it."

We look forward to working with and learning from all of you.

EWRT 211 Resources and Information:

De Anza Campus:

- Writing and Reading Center in lib. 107 or call 408-864-5840 for info (**You must go here for all Essays**)
- Computer Access: Open Media Lab in LCW, or MQ-2 (**CHEAP PRINTING**)
- Listening and Speaking Lab in 1-47 or online <http://www.deanza.edu/lsl/index.html>

On-line Tutoring Websites:

- <http://faculty.deanza.edu/writingcenter>
- <http://owl.english.purdue.edu>

ESL Websites:

- <http://www.eslcafe.com>
- <http://www.englishclub.net/grammar>

Financial Aide:

De Anza College's Financial Aide Office, on the bottom floor of the Hinson Center (near Campus Police) gives out many scholarships, textbook grants of up to \$100, and has information on renting a laptop for the quarter. Contact Cindy Catillo at 408-864-8403 or castillocindy@fhda.edu, or check out the website: <http://www.deanza.fhda.edu/financialaid/scholist.htm>

Academic Planning or Personal Counseling:

Contact counselor, Vicky Moreno, at 408-864-8659 to make an appointment or send her an e-mail at morenovicky@fhda.edu.

Health Services:

Health Services, downstairs in the Hinson Center next to Security, gives out lots of free medications and advice.

ENG 1A • Calendar • Fall 2014

Date Writing due Reading due Activities

Week 1

Mon 8/25 Course syllabus Intro to course
ENG 1A

Weds 8/27 Topic: **Essay 1**

Readings- *Writing Spaces*

"So you've got a writing assignment?" - Corrine Hinton

"What is Academic writing?" – Lennie Irvin

Explanation of Essay 1

CW: The language of personal narrative analysis

Week 2

Weds 9/3 Essay 1 Due Draft

Readings – *Writing Spaces*

"Inspired Writer vs the Real Writer" -

Analysis: Intensify comparative work

Week 3

Mon 9/8 *Writing Spaces*

Reading- "Why visit your campus writing center"- Rafoth

— Reading Visual Texts
— Supporting Ideas
Argument:
Weds 9/10 Essay 1 Final Due
Writing Spaces- “Wikipedia is good for you”- Purdy
— *The Everyday Writer* work

Week 4

Mon9/15 **1st In-class essay /Personal narrative analysis**
Discuss Essay 2 – Compare/Contrast
Everyday Writer: Research Concepts
& Terms, Sequence,
Schedule, Question, Log
Weds 9/17 Carr, “Is Google Making Us Stupid?”
Essays of the Masters- “Something about lying”- Dostoevski
Group work for Essay #2/ Revisions of #1 due

Week 5

Mon9/22 Draft development of Essay #2/
Everyday Writer –The Writing Process
Essays of the Masters- “Old Pacific Capital”- Stevenson
Th 9/24 Essay 2 Draft
Essays of the Masters (EM) “On Art”- Tolstoi

Week 6

Mon10/06 *EM*- “On being found out”- Thackeray
Weds 10/08 Essay 2 Final Due
Peer review exercises
Everyday Writer- Editing and Reflecting

Week 7 Mon10/13 **In-class#2/Personal narrative analysis**

Weds 10/15-*EW*- *Critical Thinking and Argument*
EM- “What I believe”- Forster/ Essay 2 returned

Week 8

Mon 10/20 Essay 2 revision work- work/form survey
EW- *Language- Writing to the World/Audience*
Weds 10/22- 1st page revision Essay 2
EM- “Death in the Afternoon”

Week 9

Mon10/27 Discuss Essay 3- Definition
Final revision of Essay #2 due
Th 10/29 Essay 3 Draft
Edmundson, “On the Uses of a Liberal Education” (online)
In-class#3

Week 10

Mon11/3 *EW* work- Returned Essay 3 drafts
EM- “*East and West*”-Tagore
Th 3/10 In-class #3 returned
Peer Review
Course Review / Correlating *EM* readings and *Writing Spaces* exercise

Week 11

Mon11/10
Essay #3 due /Peer revision work
EM- *Traveling with a Reformer*- Twain

Weds 11/12
EM-“Tangiers”- Nexo
Essay #3 revision outline due

Week 12
Mon 11/17
Essay #3 Final revised copy due
EM- “Chicago”- Kipling
Weds 11/19- **In-class #4/Discuss Essay #4- Analysis**

Week 13
Mon 11/24- Analysis draft due
Group work/ *EW* work

Week 14
Mon 12/1 Drafts returned Essay #4
EM reading to be determined
Wed 12/3 Final revision of Essay #4 due
EW work

Week 15
Returned Essay #4
EM reading to be determined

Final- Reflective Essay – In Class at time of Final

