

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 47 Fall 2014

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Office Hours:	(tentative) T & W 1-2 and by appointment
Class Days/Time:	MW 9-10:15 (Sec 10) MW 10:30-11:45 (sec 14) Th 10:30-11:45 (sec 61) and F 9:30-12:15 (sec 47)
Prerequisites:	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/julie.sparks/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. **You are responsible for regularly checking with the messaging system through MySJSU.**

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.

Course Goals and Student Learning Objectives

Course Goals and Student Learning Objectives

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).

Student Learning Objectives for GE Area A2

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/Materials

Main Textbook: *The Norton Field Guide to Writing*, 3rd edition, 2013 by Richard Bullock ISBN: 978-0-39391956-1

Note: This is the main text, referred to as “text” on your schedule. You will need to bring it with you to class always.

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

Note: This book will be given free, to be kept throughout your college career. I will recommend that you use it from time to time for reference, particularly for grammar, but you won't need to bring it to class every time.

Other Readings

Some course readings will be posted on the course Web site for you to print out and bring to class. Please do so! *You will not be allowed to read them on your phone.* A limited number of short readings will be printed on paper and handed out in class as in days of yore.

Library Liaison for English courses

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>

Classroom Protocol

Attendance and Participation: It is very important that students come to this class regularly and come prepared to participate. This means that reading assignments should be finished *before* the class period when they will be discussed, and that students should arrive at writing workshops with the necessary rough drafts. There will be frequent, unannounced in-class writings, and these cannot be made up by students who miss class, **nor will homework be accepted, electronically or otherwise, from absent students.** Poor attendance and weak participation will significantly reduce your learning experience and your grade.

Participating in the mandatory peer review workshops is particularly crucial. If you skip these, you will miss out on valuable advice, as well as 15 small assignment points each. **If you do miss the in-class peer review, it is your responsibility to get one on your own or your project's grade will be docked 20%.** But you still miss the participation points, which add up!

Professionalism and maturity: Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time, turning your cell phones off in class, refraining from chatting with buddies in class or toying with your electronic devices. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

Plagiarism and other kinds of Cheating: At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

“1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;

1.1.2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;

1.1.3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments”

Further details can be found at this URL: <http://www.sjsu.edu/cs100w/policies/plagiarism.html>

Late Work: I recognize that there are perfectly legitimate reasons for good people to miss deadlines on occasion. However, reflecting the seriousness with which such lapses are treated in the workplace, **I will penalize all late essays by 10% each day they are late (including weekends), and I will not accept a paper after one week from the due date. All papers must be completed to pass the class.** If you do miss a deadline, you will harm your case further if you also fail to contact me about it. This, in addition to poor attendance, is the primary reason for student failure. **Late homework (small assignments) simply won't be accepted, nor will I accept homework sent by email. Note: There is a 10-minute grace period, and that's it. If you arrive later than that, your homework will not be accepted.**

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will accept thoughtful written responses to campus lectures or performances and write about those for extra points. I might also offer additional course-related extra credit assignments as we go along, and these will be posted on the course web site. **There is a 30-point maximum per semester, per student, for extra credit.** All extra credit work is due by the first day of the last week of the semester, but I encourage you to submit it earlier, as soon as it's done.

Making up In-Class Essays: If you miss an in-class essay and don't make it up, **you will fail the class**, so it is VERY important that you don't miss them. However, each student gets ONE chance to make up a missed essay. It is the student's responsibility to be at the make-up, which will be during the last class of the semester.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to 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](#) at

University policy F69-24, “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 and Grading Policy

Assignments and Weighting

Diagnostic essay (1000 words)	0 %	0 points	(SLO 2,3,4)
In-class essays (2) (2000 words)	20 %	200 points	(SLO 2,3,4)
Profile Essay (1400 words)	20 %	200 points	(SLO 1-4)
Review Essay (1400 words)	20 %	200 points	(SLO 1-4)
Revision of in-class essay (1400 words)	15 %	150 points	(SLO 1-4)
Final reflection memo(500 words)	5 %	50 points	(SLO 1-3)
Film Club Presentation (800words)	5 %	50 points	(SLO 1-3)
Small assignments	15 %	150 points	(SLO varies)

Assignments:

In-Class essays, including the “Diagnostic,” will involve responding to someone else’s essay on a topic related to your lives, just as you might respond to a blog or an editorial on a Web site. These are graded as rough drafts (except the diagnostic, which isn’t graded). The Profile essay will involve your interviewing someone and writing about it. The Review essay will be based on a film you will watch and research. Your culminating writing experiences will include a revision of an in-class essay with a reflective portfolio memo wherein you assess your progress over the semester. During the final exam period, you will make a presentation about a film you have studied with your film club. Further details about these assignments will be posted and explained as we go along.

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 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.

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

A passing grade in the course signifies that the student is a capable college-level writer and critical reader of English. A detailed assignment sheet will be handed out (and posted online) for each major assignment specifying the criteria on which it will be judged, but in general your writing will be graded on content and writing competence (grammar and mechanics), as well as its rhetorical effectiveness for its specific audience and purpose.

English Department Grading Policies: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be very 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 complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors. Overall, it will be excellent, impressive and memorable.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws. Overall, though, it will be a good job, satisfying to read.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay. Overall, it will be adequate but somewhat disappointing.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible. Overall, it will be inadequate, not college-level work.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible. Overall, it will be a failure.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.



SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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.

English 1A Course Schedule

Week	Date	
1	8/29	Introduction to the Course: Reading and Writing in college, rhetorical awareness *In-class essay #1: Diagnostic “Regrets of an Accomplished Child” (handout)
2	9/5	Unit One: Introduction to Writing Rhetorically, Genres <u>Read:</u> text 1-24, 243-248 Writing Arguments <u>Read:</u> text 323-341 “Scrimping on College Has its Own Price” (online)
3	9/12	Narrating in a rhetorical context <u>Read:</u> text 387-395 and “My Life as a Dog” 214-217 Writing Strategies: description, dialogue <u>Read:</u> text 367-381, <i>Film Club</i> excerpt (online)
4	9/19	Unit Two: The Interview Essay/Profile <u>Read:</u> text 191-203 and “My Freshman Year: Worldliness and World View” (online) *In-class essay #2 <u>Read:</u> “The Amish Project” (online) print out, read, bring to class
5	9/26	Reading Critically <u>Read:</u> 396-413 and <i>The Smartest Kids in the World</i> excerpt (online) Introduce Film Club Project, Review Essay <u>Read:</u> text 52, 64-81 <u>Due:</u> topic proposal for interview essay (must be typed)
6	10/3	Choose Film Clubs (<i>Paris, Je t’Aime</i>) <u>Read:</u> Descriptions of films (online), text 255-258 Writing Workshop: Beginnings and Endings <u>Read:</u> text 299-311 & “Scott the Scot” (online)
7	10/10	*In-class essay #3 <u>Read:</u> “Black Friday: Consumerism Minus Civilization” 131-135 (read before the in-class essay) <u>Due:</u> film club choices (choose 3)

Week	Date	
		Writing workshop for interview essays: asking good questions <u>Read</u> : text 251-254
8	10/17	Writing workshop for interview essays: Structure <u>Read</u> : “For Muslim Prom Queen, There’s No King” (online) <u>Due</u> : 10 questions for your interview (must be typed!) Writing workshop for interview essays: Synthesizing ideas <u>Read</u> text 457-461
9	10/24	Writing workshop for interview essays: incorporating quotes <u>Read</u> : text 462-479 and “Martin Curriel: Jefferson Award” (online) <u>Peer review workshop, interview essay</u> <u>Due</u> : rough draft of interview essay (2 copies) <u>Read</u> : text 269-286
10	10/31	Watch/analyze short film <u>Due</u> : Interview Essay (remember Turnitin.) Workshop on researching a film <u>Read</u> text 164-172, Sample Reviews (online) <u>Due</u> : topic proposal for review essay
11	11/7	Workshop: structuring a film analysis. <u>Read</u> text 76-79 <u>Due</u> : outline of your review + thesis Unit Four: Revision and Reflection, Portfolio <u>Read</u> text 287-296
12	11/14	<u>Peer review workshop, review essay</u> <u>Due</u> : rough draft of review essay (2 copies) Workshop on reflection and revision: bring all in-class essays and self-evaluation survey
13	11/21	Watch film <u>Due</u>: Review Essay (remember Turnitin) discuss revisions, presentations
14	11/28	*****THANKSGIVING!*****
15	12/5 Last class	<u>Peer review workshop, revision essay</u> <u>Due</u> : rough draft revision essay (2 copies) In-class essay Make-ups
		Dec 12 th <u>Due</u>: Revision, reflective memo (remember Turnitin) turn essay in to FOB 128
		Thurs, Dec 18 th 7:15 a.m. Final exam : Film Club Presentation