

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 69, 74, 79, 81 , Fall**  
**2014**

**Instructor:** Georgia Saratsiotis  
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**Office Hours:** T/Th 3:15-4:15pm and by appointment  
**Class Days/Time:** T/Th 12:00-1:15, 1:30-2:45, 4:30-5:45, 6:00-7:15  
**Classroom:** SH 348, SH 348, CL 316, CL 316  
**Prerequisites:** EPT of 147 or higher, passage of LLD 1 or 2  
**GE 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. 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**

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/Readings**

#### **Textbooks**

Colombo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 9th ed. Boston: Bedford SM, 2013. Print.

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W.W. Norton & CO, 2013. Print.

Lunsford, Andrea A. *The Everyday Writer with Exercises*. 5th ed. Boston: Bedford SM, 2013. Print.

### **Additional Materials**

- internet/email/word processing/printing access
- college-level dictionary for in-class and formal essays
- stapler (all homework and papers must be stapled)
- binder clips (assignments with multiple drafts must be clipped together)
- four large green books for in-class essays
- one large yellow book for the final exam

### **Classroom Protocol**

In order to earn participation credit for any class meeting, students must arrive on time with all required texts and materials. Partial credit will **not** be awarded to late students or those without necessary materials. Students who are disrespectful to any member of the class, including the instructor, will be asked to leave without participation credit.

### **Assignments and Grading Policy**

**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.

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

**Participation and Quizzes:** 10% of the overall grade will be determined by participation in this class. In order to earn all possible points within this category, students must readily contribute to class discussions through questions, comments, and active listening. Students must show that they have been keeping up with the assignments by participating in class discussions regularly and completing in-class work and quizzes. Those who come to class late or without the assigned materials can expect to earn no participation points for the day.

**Cultural Myth Project:** All students will be required to examine and report on one cultural myth from our textbook *Rereading America*. This report will be worth 5% of the final course grade. It will consist of a short writing response done individually and a group presentation. Detailed instructions will be provided during the third class meeting.

**In-Class Essays:** Students will write **four** in-class essays throughout the semester, the first being a diagnostic evaluation that will not be graded. The subsequent three in-class essays will each be worth 5% of the overall grade for a total of 15%. In-class essays missed will be lowered by one letter grade every day that they are late, including weekends. **Note that I will only be available for make-up in-class essays on Tuesdays and Thursdays.**

**Formal Essays:** Students will write **two** formal essays in this class. Each essay will be

worth **25%** of the final grade. All formal essays must be written in 12-point Times New Roman font with 1” margins, must be double spaced, and must follow MLA guidelines. The length requirement for each essay is indicated on the list of assignments. Late papers will be marked down one grade for every day they are late, including weekends. Papers must be turned in at the beginning of class on the day they are due.

**Formal essays must be turned in to TurnItIn.com**, which is an online plagiarism detection service that scans essays for references to online sources, including papers submitted to SJSU or other universities and papers bought online. Instructions for turning in essays to this site will be provided and discussed in class prior to the first formal essay due date.

- **Papers turned in late to turnitin.com will receive a late grade.**
- **Papers handed to the instructor after class will receive a late grade.**
- **All drafts must be attached with a binder clip, or the assignment will not be accepted and earn a late grade.**
- **All students must take part in the peer review process for each formal paper. Final papers submitted without a peer-reviewed rough draft or peer review sheet will be lowered by one full letter grade.**

**Reading Responses:** Students must submit **10** reading responses as homework. Homework must be turned in at the beginning of the class day under which it is listed on the schedule of assignments. Together, these responses will comprise **20%** of the final grade and must be 150 words each. Reading responses will appear as “RR” on the syllabus. These short discussions should analyze arguments presented in one or more articles students choose to discuss from *Rereading America*, not including the chapter introductions. Students may only respond to articles that have been assigned since the last “RR” due date. Therefore, responses to articles assigned earlier in the semester will earn no credit. All responses must be typed and must conform to the same formatting standards as formal essays. Each reading response must be numbered appropriately or it will not be accepted. **Reading responses not submitted on time will receive no credit.**

**Extra Credit:** There is no extra credit in this class. Keep track of your grade throughout the semester by paying careful attention to grades earned on each assignment returned to you and using the scoring table provided in this syllabus. Getting help from the instructor and tutors will ensure that your writing improves with each assignment and that you are more likely to earn the grade you desire by the end of the semester.

**Final Grade Calculations:**

Participation: 10%

Cultural Myth Presentation 5%

10 Reading Responses: 20%

3 In-Class Essays: 15%

2 Formal Essays: 50%

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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](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 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.

Assignment	Points Possible	Points Earned
In-Class Essay #1	10	
In-Class Essay #2	10	
In-Class Essay #3	10	
Formal Paper #1	50	
Formal Paper #2	50	
Cultural Myth Project	10	
RR1	4	
RR2	4	
RR3	4	
RR4	4	
RR5	4	
RR6	4	
RR7	4	
RR8	4	
RR9	4	
RR10	4	
Participation	20	
Total	200	

**Use this chart to keep track of your own grade.**

## English 1A, Fall 2013, Course Schedule

This schedule is subject to change. I will announce all schedule changes in class. Attend class on time regularly to ensure that you are aware of schedule changes, and contact classmates for updates if you must miss class.

RA = *Rereading America*

NFGW = *The Norton Field Guide to Writing*

RR = Reading Response

SLO 1-5 = Student Learning Objectives (as defined by the university)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 26	Introduction to English 1A
	Aug. 28	Diagnostic Essay: Bring large blue book(s), pens, and a dictionary (SLO 3,4,5 )
2	Sept. 2	RA: “Thinking Critically, Challenging Cultural Myths”(1-15) NFGW: “Rhetorical Situations” (1-23) Syllabus Quiz Sign up for group presentations <b>Formal Paper 1 Assigned (SLO 1-5)</b>
	Sept. 4	<b>Group Presentation: Myths of Gender</b> RA: “True Women and Real Men” Chapter introduction (375) “From Fly-Girls to Bitches and Hos” (455) NFGW: “Quoting, Paraphrasing, and Summarizing” (462-474) “Acknowledging Sources, Avoiding Plagiarism” (475-479) (SLO 1-4)
3	Sept. 9	RA: “Two Ways a Woman Can Get Hurt’: Advertising and Violence” (420) NFGW: “Documentation” and “MLA Style” (480-494) (SLO 1-5) <b>RR 1 Due</b>
	Sept. 11	RA: “Becoming Members of Society: Learning the Social Meanings of Gender” (387) NFGW: “Arguing a Position” (119-134) = OPTIONAL (These are examples of argumentative essays) (135-149) = Required Reading (SLO 1-5) <b>RR 2 Due</b>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Sept. 16	RA: “‘Bros Before Hos’: The Guy Code” (461) and “Girl” NFGW: “Arguing” (323-341) (SLO 1-5)
	Sept. 18	RA: “Weeping for the Lost Matriarchy” (396) and “How the Americans Understand the Equality of the Sexes” (380) NFGW: “Beginning and Ending” (299-311) (SLO 1-5) <b>RR 3 Due</b>
5	Sept. 23	<b>In-class Essay 1 (SLO 3,4,5)</b>
	Sept. 25	NFGW: “Guiding Your Reader” (312-317) <b>Formal Paper 1 Due for Peer Review (SLO1-5)</b>
6	Sept. 30	<b>Group Presentation: The Myth of the Melting Pot</b> RA: “Created Equal”: Chapter introduction (493) and “From Notes on the State of Virginia” (497) and “Loot or Find: Fact or Frame?” (524)
	Oct. 2	RA: “Barack Obama: Miles Traveled, Miles to GO” (540) and “Models of American Ethnic Relations: A Historical Perspective” (565) <b>RR 4 Due</b>
7	Oct. 7	RA: “Causes of Prejudice” (504) and “Deconstructing America” (593) NFGW: “Analyzing Causes and Effects” (318-322) (SLO 1-4) <b>RR 5 Due</b>
	Oct. 9	<b>Group Presentation: American Myths of Freedom</b> RA: “Land of Liberty” Chapter introduction (617) and “The Declaration of Independence...” (624) and “Freedom is Intended as a Challenge” (631) NFGW: “Reading Strategies” (396-405)
8	Oct. 14	RA: “From Taking Liberties. . .” (685) and “George Orwell...Meet Mark Zuckerberg” (707) NFGW: “Reading Strategies” continued (407-413) <b>RR 6 Due</b>
	Oct. 16 No class today	RA: “Slavery in the Land of the Free” (721) and “Great Citizenship” (750) NFGW: “Writing as Inquiry” (251-254)
9	Oct. 21	<b>In-Class Essay 2</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
	Oct. 23	<b>Group Presentation: The Myth of Individual Opportunity</b> RA: “Money and Success” Chapter introduction (241) and “From Ragged Dick” (246) and “Horatio Alger” (260) NFGW: “Generating Ideas and Text” (259-265) (SLO 4)
10	Oct. 28	RA: “Class in America - 2009” (281) <b>Formal Paper 1 Due (SLO 1-4)</b>
	Oct. 30	RA: “Generation R: The Changing Fortunes of America’s Youth” (299) and “Framing Class, Vicarious Living, and Conspicuous Consumption” (314) NFGW: “Drafting” (266-268) (SLO 1, 2) <b>RR 7 Due</b>
11	Nov. 4	<b>Formal Paper 2 Assigned (SLO 1-5)</b> RA: “The New American Divide” (347) and “From the Great Divergence” (356) NFGW: “Assessing Your Own Writing” (269-274) <b>RR 8 Due</b>
	Nov. 6	<b>Group Presentation: The Myth of Education and Empowerment</b> RA: “Learning Power” Chapter introduction (103) and “From Report of the Massachusetts Board of Education, 1848” (110) NFGW: “Explaining Processes” (382-386)
12	Nov. 11	<b>Veterans Day</b>
	Nov. 13	<b>Formal Paper 2 Due for Peer Review (SLO 1-5)</b>
13	Nov. 18	RA: RA: “Idiot Nation” (121) and “Against School” (141) NFGW: “Getting Response and Revising” (275-279) “Editing and Proofreading” (282) (SLO 1,2)
	Nov. 20	RA: “From Social Class and the Hidden Curriculum of Work” (163) <b>RR 9 Due</b>
14	Nov. 25	<b>In-Class Essay 3</b>
	Nov. 27	Thanksgiving Day
15	Dec. 2	RA: “Still Separate, Still Unequal” (201) and “Learning to Read” (189)
	Dec. 4	RA: “College at Risk” (219) and “Underground Undergrads” (229) <b>RR 10 Due</b>
16	Dec. 9	Last Day of Class <b>Formal Paper 2 Due (SLO 1-5)</b>

## University Final Exam Schedule

12:00 class	Thursday, December 18	0945-1200
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1:30 class	Wednesday, December 17	1215-1430
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4:30 class	Thursday, December 18	1445-1700
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6:00 class	Tuesday, December 16	1715-1930
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### Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First 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 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)
Mon-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)