

## ENGLISH 1A: GLOBAL CITIZENSHIP AND COMPOSITION

San José State University, Department of English and Comparative Literature  
English 1A, Composition 1 (GE Written Comm. A2), Section 23, Spring 2014

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**Office Hours:** Tuesday/Thursday, 12:00 pm-1:00 pm (and by appointment)  
**Class Days/Time:** Tuesday/Thursday, 10:30 am-11:45 am  
**Classroom:** BBC 124

### Course Description

“English 1A: Global Citizenship and Composition” is a themed course in which we will focus on narratives that address diverse conditions around the world and concepts relating to modern globalization, as well as ways you as students can relate to and understand how our world works. Topics we cover may include labor, gender issues, human rights, food, capitalism, conflict, and more. In addition to selections from the course text, *Reading the World*, we will also look at current news sources and nontraditional narratives, including videos, visual storytelling, and interactive online resources. Group discussions will be an important part of helping you to dig into complex global concepts. The world is changing more rapidly than at any point in history, and humans are more connected than ever before. As such, the goal of this course is to encourage you to consider the world from the perspective of a “global citizen”—a resident not only of San Jose, California, or America, but of an increasingly interconnected world.

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 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. **These are skills that can translate to ANY degree or career field—effective communication is essential to your success in the future.**

**Prerequisites:** Placement by the English Proficiency Test (EPT) or passage of an approved substitute course for the EPT.

### 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 (For example, argumentative essays will state a 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 (such as prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within original 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 (such as punctuation, spelling, references, subject/verb agreement, etc.).

### **Student Learning Objectives:**

SLO 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).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 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.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

### **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)
- Estimation of per-unit student workload
- Recording policies
- Adding and dropping classes

### **Required Texts/Materials**

*Reading the World: Ideas that Matter* (2nd edition) by Michael Austin

*The Everyday Writer* (5th edition) by Andrea Lunsford

*The Norton Field Guide to Writing* (3rd edition), Eds. Richard Bullock and Maureen Daly Goggin

### **Other material requirements:**

Multiple green books for in-class essays

Loose leaf paper for regular reading responses and group work (to be turned in to me)

College-level dictionary

### **Classroom Protocol**

**Assignments:** Assignments for this course will include readings (essays, instructional materials, and other sources) for each class meeting, group grammar presentations on specific mechanical issues (two students per group, one to two presentations per

meeting), daily reading responses, either as homework or in class (these are what I will mainly use to confirm your participation for each day), workshops of upcoming essays, and quizzes (including potential pop quizzes if I determine the class is not keeping up on the assigned reading). The reading load for this class is relatively light compared to many college courses, and it is disrespectful to me and your fellow students if you come to class unprepared. (See below for more on participation.) **That said, I am here to help you; I WANT to help you, but I cannot do so if you do not ask for help within an appropriate time frame. If you are struggling, please let me know right away, and I will do my best to work with you.**

- TurnItIn.com: you will submit all your out-of-class essays to this site, which monitors for plagiarism. I will make the submission information available before the first essay is due. Indication of plagiarism will result in a zero for the assignment and potential disciplinary action. Your paper will be considered late if you do not complete the TurnItIn requirement by the due date, and I will dock your grade.
- Note on late papers: With acceptable notice, I will dock one full grade per day that the paper is late, but you will be allowed to turn it in. Otherwise, all papers must be submitted at the beginning of class the day they are due. If you come to class late on a day an essay is due, it will count as late.

**Sensitivity:** Because of this course's focus on global issues, we will sometimes discuss difficult, polarizing, or controversial issues and concepts. I do not expect you to all have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I DO expect is that you listen to and respond to differing opinions, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; ENGAGE with them in a productive manner. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes.

**Absences:** If you miss a class, contact a classmate to get notes, assignments, etc. It is up to you to show up prepared to the next class session. Please do not ask me to do extra things for you if you miss class. You will not receive participation credit for days you miss unless you inform me BEFORE class meets that you are ill or have an extenuating circumstance.

**Lateness:** If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is incredibly rude to the instructor and your classmates, and I will call you on it.

**Electronic devices:** Cell phones, iPods, laptops, tablets, etc. are not allowed in class. Turn them off and put them away before class begins and do not take them out again until class has finished. You will receive no participation credit for the day if you use one of these devices in class.

**Participation:** 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 discussions, bringing materials to class, focusing on the task at hand instead of, for example, other classes or your phone, and essentially contributing to the learning process of our discussion-style classroom.

**E-mail and other communication:** When emailing, remember to sign your name at the end of the email and put the course name/number in the subject line. I cannot always know who you are just by the e-mail address. Also, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional. E-mail is my preferred contact method and will ensure the quickest response.

**Grading Policy**

Grading for this class will be A-F. This class must be passed with a C or better (not a C-) 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.

**Grading Breakdown**

Final Portfolio Essay	15%	(150 points)
In-class essays (4 x 650 words)	20%	(200 points)
Out-of-class essays (3 x 1200-1500 words)	45%	(450 points)
Grammar presentations	5%	(50 points)
Participation: other class work, reading responses, course engagement, quizzes, and homework	15%	(150 points)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below. **The grading breakdown and schedule are subject to change with advance notice.**

930-1,000 points = A (93%-100%)	<b>730-769 points = C (73%-76.9%)</b>
900-929 points = A- (90%-92.9%)	<b>700-729 points = C- (70%-72.9%)</b>
870-899 points = B+ (87%-89.9%)	<b>670-699 points = D+ (67%-69.9%)</b>
830-869 points = B (83%-86.9%)	<b>630-669 points = D (63%-66.9%)</b>
800-829 points = B- (80%-82.9%)	<b>600-629 points = D- (60%-62.9%)</b>
770-799 points = C+ (77%-79.9%)	<b>0-599 points = F (0%-59.9%)</b>

**Additional Student Resources**

**Technology Labs**

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.

### **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 <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 on grammar/style assistance: I am also a senior writing specialist at the SJSU Writing Center and am available during my office hours to offer similar assistance should you find it difficult to get an appointment at the WC. Please be sure to schedule this time with me beforehand so I can prepare any necessary materials.

### **SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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. Peer Connections has 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 <http://peerconnections.sjsu.edu> for more information.

### **Accessible Education Center**

Effective August 12, 2013, the Disability Resource Center (DRC) will have a new name: the Accessible Education Center. Research of best practices in higher education suggests the removal of the term “disability” from co-curricular programs. The center’s new name incorporates a philosophy of accessible education for students with disabilities without emphasizing their disabilities. The Accessible Education Center or AEC will continue to function as a comprehensive department featuring distinct yet interconnected programs, services, and accommodations aimed at the strategic removal of barriers that inhibit students with disabilities’ full physical and curricular access, co-curricular engagement and learning, and effective communication. The new name reflects the broad scope of attention and support for our students with disabilities and the University’s continued commitment to increasing accessibility and inclusivity on campus. For more information, please contact the office at (408) 924-6000 (voice) or (408) 924-5990 (TTY).

**Extra credit:**

You may earn extra credit points in two ways: either by attending a specialty workshop presented by the Writing Center (I will make a schedule available to you soon), or by attending up to two events (for credit; I encourage you to see more!) presented by the Center for Literary Arts (CLA), all of which are on campus, and submitting a 1-page write-up of each event. Depending on the class's needs, I will determine the points available for these extra credit assignments as the semester goes on.

As information on global-themed events becomes available, I will keep you posted and offer extra credit for those as well. If you know of any events that fit into our course theme, please let me know. If I approve them in advance, I will give you extra points for attending those as well.

Below is a schedule of the CLA authors who will be visiting SJSU this semester:

Feb. 5: Cristina Garcia, reading and book signing (7 pm, University Theater)

Feb. 6: Cristina Garcia, in conversation with visiting author Andrew Sean Greer (MLK 225/229)

Feb. 19: D.A. Powell, reading and book signing (7 pm, MLK 225/229)

April 8: Rabih Alameddine, reading and book signing (7 pm, MLK 225/229)

April 23: Joy Harjo, reading and book signing (7 pm, MLK 225/229)

### English 1A, Spring 2014, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	Introduction, syllabus review, grammar diagnostic, preview of diagnostic essay
2	1/28  1/30	<b>In-class essay #1 (Diagnostic; 650 words)</b> Bring green book and dictionary  <b>Essay #2 Assigned (Out-of-class Narrative; 1,200 words)</b> Review grammar diagnostic <i>RtW</i> : "Reading Visual Texts" (pg. 558-560); Douglass, "Learning to Read" (pg.46-52); Picasso, "Guernica" (pg. 271-273) <i>FG</i> : "Writing a Literacy Narrative" (pg. 27-51)
3	2/4  2/6	Narrative handout (from <i>Norton Sampler</i> ) <i>FG</i> : "Purpose," (pg. 3-4); "Audience" (pg. 5-8); "Beginning and Ending," (pg. 299-311) <i>RtW</i> : Yunus, "The Stool Makers of Jobra Village" (pg. 369-380)  Assign groups for grammar presentations <i>EW</i> : "The Top 20" (pg. 3-12); "Planning and Drafting" (pg. 66-77) <i>FG</i> : "Writing as Inquiry" 251-254; "Generating Ideas and Text" 259-265; "Drafting" 266-268

Week	Date	Topics, Readings, Assignments, Deadlines
		Discussion on thesis statements
4	2/11 2/13	
5	2/18 2/20	<b>Essay #2 DUE (Out-of-class Narrative)</b> MLA review REQUIRED: Bring <i>Everyday Writer</i>  MLA Format and Citation Quiz
6	2/25 2/27	
7	3/4 3/6	<b>Essay #3 (In-class Description; 650 words)</b>  <b>Essay #4 Assigned (Out-of-class Comparison and Contrast; 1,200 words)</b>
8	3/11 3/13	Essay #4 Workshop (Out-of-class Comparison and Contrast)
9	3/18 3/20	<b>Essay #4 DUE (Out-of-class Comparison and Contrast)</b> <b>Essay #5 Assigned (Out-of-class Argumentation; 1,500 words)</b>
10	3/25 3/27	<b>SPRING BREAK</b> <b>SPRING BREAK</b>
11	4/1 4/3	<b>Essay #6 (In-class Definition; 650 words)</b>
12	4/8 4/10	Essay #5 Workshop (Out-of-class Argumentation)
13	4/15 4/17	<b>Essay #5 DUE (Out-of-class Argumentation)</b>
14	4/22 4/24	Review Self Reflection essay  <b>Essay #7 (In-class Self-reflection Essay; 650 words)</b>
15	4/29 5/1	<b>Essay #8 Assigned (Final Portfolio Essay; 1500 words)</b>
16	5/6	Looking ahead to ENGL. 1B: Selecting and Integrating Source Materials presentation

Week	Date	Topics, Readings, Assignments, Deadlines
	5/8	Final presentations
	5/13	<b>Essay #8 DUE (Final Portfolio Essay, drawing on material from self-reflection essay).</b> NOTE: We will NOT meet for class on this day; please submit your final portfolio to me in my office before or during the usual class meeting time.