

**San José State University  
Department of English and Comparative Literature  
English 1A, Composition 1 (GE A2), Section 17, Spring 2014**

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|-------------------------|--|
| <b>Instructor:</b>      | Dr. Linda C. Mitchell  |
| <b>Office Location:</b> | Faculty Offices 117  |
| <b>Telephone:</b>       | (408) 924-4453   |
| <b>Email:</b>           | Linda.mitchell@sjsu.edu  |
| <b>Office Hours:</b>    | Mondays, 12:15-1:15; Tuesdays, 9:00-10:00, Wednesdays, 9:00-10:00; by appointment                        |
| <b>Class Days/Time:</b> | Mondays and Wednesdays, 10:30-11:45 AM   |
| <b>Classroom:</b>       | Sweeney Hall 241   |
| <b>Prerequisites:</b>   | Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT |
| <b>GE Category:</b>     | Written Communication A2   |

**Faculty Web Page and MYSJSU Messaging**

Copies of course materials such as the syllabus, handouts, and essay prompts may be found on my faculty web page at <http://www.sjsu.edu/people/Linda.Mitchell>.

You are responsible for regularly checking with the messaging system through MySJSU or other communication system as indicated. Email will be a predominant means of communication.

**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.

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

**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/Readings

### Textbooks

- Eschholz, Paul, Alfred Rosa, and Virginia Clark. *Language Awareness*, 11<sup>th</sup> edition. ISBN 9781457626692
- Williams, Joseph, *Style*, 11<sup>th</sup> edition. 978 0 321 89868 5 (Optional)
- Lunsford, Andrea. *Everyday Writer*, 5<sup>th</sup> edition. ISBN 9781457667121

### Other material requirements

- *English 1A Course Reader* (to be purchased at Maple Press)
- A college-level dictionary
- 4-8 large green books for in-class essays
- 1-2 yellow examination booklets for the final exam

## Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

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

## Classroom Protocol

### Reading

English 1A is a reading intensive course, and the works that we study will be useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading will be devoted to personal, analytical, critical, and argumentative essays. All reading must be completed by the **beginning** of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of personal, argumentative, and persuasive writing.

### Writing

This is a composition course, and every class period will involve a written component. There are six required essays (totaling a minimum of 8000 words): three in-class papers (including an ungraded diagnostic) and three out-of-class papers. ***You must complete all assigned essays to pass the course.*** Bring pens, bluebooks, and a dictionary for in-class essays. ***This work cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed and in accordance with MLA citation guidelines. We will have a class discussion on the MLA format; additional information can be found in our *Everyday Writer* handbook. Out-of-class essays will have specified minimum page

requirements that will be listed on the prompt sheets. Essays are due at the beginning of class on their due dates; in addition, all out-of-class essays must be uploaded to <http://www.turnitin.com>. This website automatically checks essays for plagiarism. I will not accept any essays until they are submitted to turnitin.com. ***To register, use class ID number “7477465” and password “sidekick.”***

### **Workshops**

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Bring three copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

### **Class Work, Homework, and Participation**

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. Put cell phones away and on silent mode during the class period. ***You will lose all participation points for the day if I see your cell phone.***

Quizzes, debates, grammar exercises, and short presentations will also factor into this portion of your course grade.

### **Department Final Exam**

Twenty percent of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to two or more college-level passages chosen by the English Department Composition Committee.

The departmental final exam for English 1A students will be held on ***Saturday, May 10<sup>th</sup> from 8:00 A.M. to 10:00 A.M. This exam is mandatory, and you must complete it to pass the course.***

### **Grading Policies**

#### **Grading Breakdown:**

- 4 in-class essays (4 at 5% each + C/NC Diagnostic) 20%
- 4 out-of-class essays (4 at 10% each) 40%
- Departmental Final Exam 20%
- Class participation 10%
- In-class quizzes, homework 10%

Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

### Late Policy

I am a prompt person, so I expect the same from you. Even though I will accept late papers up to one week after the due date, I will grade down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

**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 1A. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

|                          |            |             |
|--------------------------|------------|-------------|
| A+ = 100-97%             | A = 96-93% | A- = 92-90% |
| B+ = 89-87%              | B = 86-83% |             |
| C+ = 79-77%              | C = 76-73% | C- = 72-70% |
| D+ = 69-67%              | D = 66-63% | D- = 62-60% |
| F = 59-0% Unsatisfactory |            |             |

### 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

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.

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.

## English 1A, Spring 2014, Course Schedule

*Reading assignments must be **completed** by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and/or sufficiently in advance by email.*

LO = Learning Objective; LA = Language Awareness; EW = Everyday Writer; Style = Style

**Always bring your *English 1A Course Reader* and *Style* book to class, along with any books from which reading is assigned for the day.**

| Date                      | Topics, Readings, Assignments, Deadlines   |
|---------------------------|--|
| Monday,<br>January 27     | Introductions, syllabus review, and discussion of Diagnostic Essay.  |
| Wednesday,<br>January 29  | <b>Essay #1 (In-class Diagnostic) (LO 1, 4, 5, 6; 500 words)</b><br>Bring bluebook(s), pens, and your dictionary   |
| Monday,<br>February 3     | <b>Politics, Propaganda, and Doublespeak</b><br>Quiz. Orwell’s “Politics and the English Language” (LA 234-244)<br><b>Essay #2 (Out-of-class essay).</b> Discuss prompt for essay two.   |
| Wednesday,<br>February 5  | Glyfada Method: <b><u>Do not miss this class.</u></b> You will be required to use this writing method on all essays.   |
| Monday,<br>February 10    | Lutz, “The World of Doublespeak” (LA 248-258)<br>Cross, “Propaganda: How Not to Be Bamboozled” (LA. 209-219)<br><b>Workshop: Glyfada Worksheets</b>  |
| Wednesday,<br>February 12 | Reading assignment or exercise to be announced.<br>Glyfada Worksheet for Essay 2 due   |
| Monday,<br>February 17    | Draft of Essay #2 due<br>Workshop on Essay #2. Bring 2 copies of your essay.<br>Start Common Grammar and Punctuation Errors” handout   |
| Wednesday,<br>February 19 | <b>Essay #2 DUE (Out-of-class Analysis) (LO 1, 4, 5; 1750 words) Turn in worksheet and all drafts. Label the final essay.</b><br><b>Prompt for Essay #3 Assigned (In-class essay: Prejudice, Discrimination, and Stereotypes Analysis)</b><br>Sullivan, “What’s So Bad about Hate?” (LA 307-322)<br><br>Continue “Common Grammar and Punctuation Errors” handout |

| Date                      | Topics, Readings, Assignments, Deadlines   |
|---------------------------|--|
| Monday,<br>February 24    | Allport, "The Language of Prejudice" (LA 324-333).<br>Draft Glyfada Worksheet  |
| Wednesday,<br>February 26 | Hsiang, "'FOB" vs. "Twinkies" (LA 342-344)<br>Staples, "Black Men and Public Spaces" (LA 346-349)<br>Worksheet due for #3  |
| Monday,<br>March 3        | <b>Essay #3 (In-class Analysis Prejudice, Discrimination, and Stereotypes Analysis) (LO 1)</b>   |
| Wednesday,<br>March 5     | Nominalization & Old before New Workshop. Attendance required.   |
| Monday,<br>March 10       | <b>Prompt for essay #4 Speech Communities: Gender, Race, Ethnicity, Location, Social Class (Out-of-class on Speech Communities) (LO 1, 2, 3, 4, 5; 1750 words)</b><br>Roberts, "Speech Communities" (LA 138-146) |
| Wednesday,<br>March 12    | Stanley, "Language That Silences" (LA 260-263)<br>Thompson, "He and She: What's the Real Difference?" (LA 455-458)<br>Kimmel, "'Bros Before Hos': The Guy Code" (LA 469-475)                                     |
| Monday,<br>March 17       | Boroditsky, "Lost in Translation" (LA 130-134)<br>McWhorter, "Missing the Nose on Our Face: Pronouns and the Feminist Revolution" (LA 461-467)<br>Worksheet for Essay #4 due.                                    |
| Wednesday,<br>March 19    | <b>Essay #4 Due (Out-of-class : Prejudice, Discrimination, and Stereotypes Analysis) (LO 1, 2, 3, 4, 5; 1750 words)</b>  |
| Monday,<br>March 24       | <b>No class—Spring Break!</b>  |
| Wednesday,<br>March 26    | <b>No class—Spring Break!</b>  |
| Monday,<br>March 31       | <b>Cesar Chavez Day Campus Closed</b>  |
| Wednesday,<br>April 2     | <b>Essay #5 (In-class Final Exam Practice) (LO 1, 4, 5; 500 words)</b><br>Prompt for Essay #5: Media and Advertising   |

| Date                   | Topics, Readings, Assignments, Deadlines   |
|------------------------|--|
| Monday,<br>April 7     | <b>Essay #6 Prompt. (Out-of-class: Advertising and Persuasion. Analysis)</b><br><b>(LO 1, 2, 3, 4, 5; 1750 words)</b><br>Birk, “Selection, Slanting, and charged Language” (LA 223-231)<br>(LA ) |
| Wednesday,<br>April 9  | Bryson, “The Hard Sell: Advertising in America” (LA 397 414)<br>Class exercise   |
| Monday,<br>April 14    | Lutz, “Weasel Words: The Art of Saying Nothing at All” (LA 415-424 )<br>***Bring five advertisements for an in-class exercise.   |
| Wednesday,<br>April 16 | <b>Worksheet for essay 6 due.</b>  |
| Monday,<br>April 21    | Class exercise.<br>Reading to be announced.  |
| Wednesday,<br>April 23 | <b>Workshop essay 6. Bring two copies.</b>   |
| Monday,<br>April 28    | <b>Essay 6 due (LO 1, 2, 3, 4, 5; 1550 words)</b>  |
| Wednesday,<br>April 30 | Essay 7 (In-class) (LO 1, 4, 5; 500 words)<br><b>Final Exam Preparation</b>  |
| Monday,<br>May 5       | <b>Final Exam Preparation (Continued)</b><br><b>Glyfada worksheets for essay 8 due.</b>  |
| Wednesday,<br>May 7    | <b>Final Tips for the Final Exam</b><br>Workshop for Essay 8. Bring two copies.  |
| Saturday,<br>May 10    | <b>FINAL EXAM, 8:00AM-10:00 AM! Location TBA</b>   |
| Monday,<br>May 12      | <b>Essay #8 (Out-of-class Argumentative Paper) DUE</b><br><b>(LO 1, 2, 3, 4, 5, 6; 1500 words)</b><br>In-Class Letter Writing  |

### **Important SJSU dates Spring 2014**

|                  |             |  |
|------------------|-------------|--|
| Wednesday        | January 22  | Spring Semester Begins                             |
| Wednesday        | January 22  | Orientation, Advisement, Faculty Meetings          |
| Thursday         | January 23  | First Day of Instruction – Classes Begin           |
| Tuesday          | February 4  | Last Day to Drop Without Entry on Permanent Record |
| Tuesday          | February 11 | Last Day to Add Courses & Register Late            |
| Wednesday        | February 19 | Enrollment Census Date                             |
| Monday-Friday    | March 24-28 | Spring Recess                                      |
| Monday           | March 31    | Cesar Chavez Day Campus Closed                     |
| Tuesday          | May 13      | Last Day of Instruction – Last Day of Classes      |
| Wednesday        | May 14      | Study/Conference Day (no classes or exams) (SC)    |
| Thursday-Friday  | May 15-16   | Final Examinations                                 |
| Monday-Wednesday | May 19-21   | Final Examinations                                 |
| Thursday         | May 22      | Final Examinations Make-Up Day                     |
| Friday           | May 23      | Grade Evaluation Day                               |
| Saturday         | May 24      | Commencement                                       |
| Monday           | May 26      | Memorial Day - Campus Closed (M)                   |
| Tuesday          | May 27      | Grades Due From Faculty                            |