

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 30, Spring 2014

Instructor:	Randy Holaday
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Office Hours:	W 2:30-3:30 / TH 10:30-11:30
Class Days/Time:	T/TH 12:00-1:15 p.m.
Classroom:	Boccardo Business Center 124
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.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

Required Texts / Readings:

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91956-1

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91946-2

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford.
Print ISBN: 9781457667121 Available at the Spartan Bookstore
Electronic ISBN: 9781457633423

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

***Please note:** The *Norton Field Guide to Writing* and the *Norton Sampler* are available through the Spartan Bookstore as a discounted bundle under ISBN: 978-0-393-51704-0

Other Equipment / Material Requirements:

Computer access is a requirement. For this class, you will be using Canvas (<http://www.sjsu.edu/at/ec/canvas/>) to access electronic versions of course documents and to submit writing assignments. Please consult me immediately if you foresee any problems with this requirement.

- **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. Laptop computers are also available for checkout from Media Services located in the basement of Martin Luther King Library and in IRC 112.
- **Research/Library Liaison:** In this course, you may learn to use the tools of the SJSU library, including online resources for research, but library research is not a requirement of the course. Should you wish to include research in your writing and have questions, the English Department library liaison is Toby Matoush: toby.matoush@sjsu.edu, (408) 808-2096. Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Course Goals and Student Learning Objectives:

Upon successful completion of this course, students will be able to do the following:

LO 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).

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

LO 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.

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

Additionally, students will 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).

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

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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Writing:

English 1A is a writing intensive course consisting of sequenced essays designed to help you practice all stages of the writing process: prewriting, organizing, writing, revising, and editing. **There is an 8,000 word minimum requirement for passing this class.** This means all formal writing assignments must be completed and turned in if you wish to receive a grade for the course. Formal writing assignments consist of both out of class and in-class essays, as well as the final portfolio project.

Out-of-class essays (LO: 1-4): There will be three major out of class writing assignments designed for you to practice and implement the modes of writing and rhetorical strategies we discuss in class. Specific guidelines for each essay will be given during the semester, but the essays share some common aspects.

- Peer Workshops (LO: 1-3): In this class, we will place just as much emphasis on process and revision as on the final product. As such, each out of class essay will include a peer workshop, for which students will be required to bring **four copies** of a draft of the assignment in question to class on the appointed day. **Attendance at peer workshops is mandatory**, including two conferences with me during office hours. Final essays will not receive a grade without a workshop. If there is an unavoidable conflict, I must be contacted **at least two days before class** to set up an alternate workshop.
- Turnitin.com: All out of class essays must be submitted to turnitin.com for review before noon on the due date of the assignment. Login information will be distributed on the first day of class. Assignments are not considered turned in until submitted here.
- Late Work: Late work will be accepted at a penalty of 10% of final grade per day late. Work will not be accepted for a grade after **three days**. All papers must be turned in hardcopy, unless otherwise specified.
- Revision policy (LO: 1-3): Because the importance of revision is critical to the writing process, you all have the opportunity to resubmit a final essay if you are unhappy with the grade you receive on it. I must be contacted **no more than a week** after you received your

grade if you wish to resubmit your paper, and the revision must be completed **no more than two weeks** after you received the final grade. The resubmission must be a significant revision, and you must accept the second grade you receive. Late work penalties will still apply.

In-class Essays (LO: 2-4): There will be four, timed in-class writing assignments, three graded and one diagnostic worth participation points. You are expected to bring your own materials for these assignments (lined paper or green book, blue or black pens). These essays are required for completing the class; if you have an unavoidable conflict, I must be contacted **at least two days before class** to set up an alternate time to take the exam.

Final Portfolio (LO: 1-4): In lieu of a final exam, you will turn in a final paper reflecting on the work we have done together over the semester, as well as a significant revision of one of your formal writing assignments. More specific details about the assignment will be given closer to the due date, but you should be conscious of the assignment for the entire semester. Your reflection paper will focus on your writing process and how it has developed over the semester, so it would be wise to save all workshops, final essays, responses, free writes, etc., for use in the final portfolio. **You do not need to show up to the English department 1A final exam date;** instead we will have a culminating event on May 16th to turn in final portfolios.

Participation/Attendance/Reading Responses:

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.”

Participation in this class is critical, both for creating a community of individuals engaged in the writing process and developing your own critical thinking, reading, and writing skills. Moreover, you will not be able to satisfactorily complete the formal writing assignments if you are not present and engaging the material. In accordance with university policies, attendance in itself will not be used as part of the criteria for your participation grade. Instead, in-class free writes, group work, reading responses (see below), etc., will be used to gauge your participation in the class. Participation also includes coming to class having read and prepared to discuss the day’s readings. If it becomes apparent to me during group discussions that students are not reading the assignments, I reserve the right to start including reading quizzes as part of the class. So please, for your sake (and mine), **show up and do the reading.**

- **Reading Responses (LO: 2, 4):** As part of your participation grade, you will be required to turn in eight typed, 250 word reading responses over the course of the semester, with the option of completing a ninth to substitute a response with an unsatisfactory grade. Responses can only be received **in person**, and must engage one of short essays being discussed that day in class (aka readings *not* from the Norton Field Guide), with the expectation that you will be able to discuss your response during the class discussion. When to turn in these responses and on which readings are **your choice and your responsibility**; it will not be my job to alert you on how many you’ve turned in (though feel free to come ask me during office hours). No more than one opinion paper can be turned in per class

period. Some potential questions a satisfactory response might answer: What is the author's purpose? Who might be his/her intended audience? How does audience or purpose affect the choices the author made in the essay? What is a rhetorical strategy implemented by the author? Why might she/he have chosen this? Annotated examples of a satisfactory and unsatisfactory reading response can be found in the files folder on Canvas.

- One reading response is mandatory, and is due on Thursday, January 30th in order for me to evaluate your out of class writing abilities along with your in-class diagnostic essay. The response should answer this question: How do you perceive your ability as a writer at this moment in your academic career?

Assignment Word Counts and Grade Point Value:

Grading: 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. Your grades this semester will be point based, with the maximum point value being 1000. The word count and point values for each assignment are as follows:

Assignment	Word Count	Point Value
Personal Narrative Essay	1000	100
Definition Essay	1250	150
Argument Essay	1500	150
Final Portfolio/Revision	2250 (reflection essay 1000, revision 1250 min)	200
In-class Essays	2000 (4 @ 500)	200
Participation/Reading Responses	N/A	200
Total:	8000 words	1000 points

A = 1000-930	B = 869-830	C = 769-730	D = 669 - 600
A- = 929-900	B- = 829-800	C- = 729 - 700	F = 599 and lower
B+ = 899-870	C+ = 799-770	D+ = 699 - 670	

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 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.

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 descriptably 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.

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.

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.

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.

Individual grading rubrics will be distributed before each writing assignment is due, so you can understand more specific expectations for each assignment.

Classroom Protocols:

Classroom Conduct: Over the course of the semester, we will cover a variety of topics, including some sensitive to personal and political values. Voicing your opinion is strongly encouraged, but I expect you to be respectful of other perspectives apart from your own, and careful and inclusive with the language you choose. The same extends to the writing you do in and out of the classroom. Your writings will be often be read by classmates as well as myself, so please don’t choose to write on a subject you’re not comfortable sharing with me, your classmates, or the University.

Technology: Cell phones, laptop computers, and other devices will not be allowed to be out during class times unless otherwise specified. I may ask you to leave the class if I catch you using a device for a non-academic purpose. Despite this policy, technology will be an integral aspect to our discussions, assignments, and writing community; if you have any suggestions about websites, YouTube videos, articles, etc. that are pertinent to our class discussion, feel free to talk to me about adding them to our calendar.

Contact: My office has an open door. I highly encourage you to visit me during office hours to consult me on your writing and any concerns you have. I’m available for appointments if my office hours conflict with your schedule. Office hours are also the appropriate time to ask me questions concerning your grade, reading responses, draft comments, etc., as opposed to class time.

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 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 Fall 2013

This is a tentative calendar. Changes will be announced at least a week in advance in class and via e-mail. Please make it a habit to check your e-mail at least once a week.

Key: **FG:** Norton Field Guide to Writing; **NS:** Norton Sampler; **EW:** Everyday Writer

Week	Date	Tuesday	Thursday
1	1/20 – 1/24	No class	Class Introduction
2	1/27 – 1/31	Diagnostic essay	Reading Response Due Audience & Purpose, In-class essays: <i>Read:</i> FG: 3-15, 414-18; NS: 612-21
3	2/3 – 2/7	Narrative <i>Read:</i> FG: 259-68; NS: 143-47 Hyperbole and a Half: Texas , Dog , Fish	Description <i>Read:</i> FG: 183-190; 367-81; NS: 3-7, 106-121
4	2/10 – 2/14	Workshop Personal Narrative Bring 4 Drafts <i>Read:</i>	Revising <i>Read:</i> FG: 269-286; EW: 3-12
5	2/17 – 2/21	Due: Personal Narrative Definitions <i>Read:</i> FG: 356-66; NS: 427-33	Cause and Effect <i>Read:</i> FG: NS: 397-405
6	2/24 – 2/28	Definitions (cont'd) <i>Read:</i> FG: 299-310; NS: 253-61, 167-74	In-class Essay #2
7	3/3 – 3/7	Sequencing Ideas <i>Read:</i> FG: 312-317; NS: 227-36	Workshop Definition Essay Bring 4 Drafts
8	3/10 – 3/14	Integrating Other Voices <i>Read:</i> FG: 457-74; NS: 262-71 <i>Mandatory Conference Week</i>	Formatting <i>Read:</i> FG: 475-83 <i>Mandatory Conference Week</i>

Week	Date	Tuesday	Thursday
9	3/17 – 3/21	Narrative as Example <i>Read:</i> FG19-24; NS: 436-47	Definition Essay Due Evaluation <i>Read:</i> FG: 164-72
10	3/24 – 3/28	Spring Recess	
11	3/31 – 4/4	Argument <i>Read:</i> FG: 119-49, 323-41; <i>Watch:</i> The Stanley Parable Walkthrough	In-Class Essay #3
12	4/7 – 4/11	Argument Types: Deductive vs Inductive <i>Read:</i> NS: 558-74	Thesis Development <i>Read:</i> The Rise of eSports in America ; handout
13	4/14 – 4/18	Research and Source Evaluation <i>Read:</i> FG: 432-56; browse Conservapedia , Liberalipedia	Workshop Argument Essay: Bring 4 Drafts
14	4/21 – 4/25	Media & Pop Culture NS: 222-225, 545-9	Logical Fallacies <i>Read:</i> The Dangerous World of Logical Fallacies ; The Pixar Theory ,
15	4/28 – 5/2	Argument Essay Due Reflection Writing <i>Read:</i> FG: 214-221; NS: 3-15, 96-103	In-Class Essay #4 Revision Proposal Due
16	5/5 – 5/9	Looking Forward: Logic	Workshop Final Portfolio
17	5/12 – 5/16	Conference Day	No class
Final Exam	5/16	Final Portfolios due in my office by 12:00 p.m.	

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