

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 52, Spring 2014**

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<b>Office Hours:</b>	M/W 12:00 – 1:00 PM; F 8:30-9:15 & by Appointment
<b>Class Days/Time:</b>	M/W 10:30 -- 11:45 AM
<b>Classroom:</b>	CL 238
<b>Prerequisites:</b>	EPT of 147 or higher, passage of LLD 1 or 2
<b>GE Category:</b>	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.

**Course Goals and Student Learning Objectives**

**GE Learning Outcomes:**

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

### **Required Texts/Materials**

**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/>)

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>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

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

### **Other Textbook**

Kirszner, Laurie G. *Patterns for College Writing: A Rhetorical Reader and Guide*, Twelfth Edition. ISBN-13: 9780312676841 (Available from CourseSmart.com as e-textbook)

### **Other equipment / material requirements**

Blue pens AND black pens; simple two-pocket folders (about 10). A laptop/tablet computer, with MicroSoft Word (or equivalent) & e-reader applications.

Access to the internet.

A collegiate dictionary, e.g., *The American Heritage Dictionary of the English Language*.  
*Note:* Online or electronic dictionaries may be used for assignments but not for the 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**

Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be considered in my evaluation of your participation.

The use of cell phones is prohibited without instructor's consent.

The use of laptops for purposes inconsistent with class activities is prohibited.

Ingestion of food inside the classroom is prohibited.

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

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."

*In this class, students will write a total of approximately 8000 words in multiple assignments, including six formal essays and other written responses. Each of the essay assignments will be tied to one or more of the following student learning outcomes:*

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.

*Using these assignments as evidence, students will demonstrate the achievement of college-level proficiency in writing.*

### **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.**

### **Course Grading Guidelines\*\***

Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

PERFORMANCE (Participation, Class Work, Quizzes)	= 100 points
Reading Journal Project (5 reading responses X 20 points)	= 100 points
3 in-class essays, with major revisions (3 X 100 points)	= 300 points
3 take-home essays (3 X 100 points)	= 300 points
University Essay Final Exam	= 200 points
TOTAL	= 1000 points

For numerical score and grade equivalents see the following tables:

#### **Table One: Essay Grades**

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 - 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 0 for essays.

**Table Two: Course Grades**

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999

B- = 800 – 833; B = 834 – 866; B+ = 867 - 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 669

F = 559 or below.

\*\* Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance:

A=Excellent;

B=Above Average;

C=Average;

D=Below Average;

F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, 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.”

***Departmental Policy on Grading Written Assignments***

“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 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.

### ***Class Policy on Late Assignments and Incompletes***

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Essay assignments and research papers must be printed to receive credit.
3. Incomplete course work will result in actual grade earned based on points accumulated; an “I” course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

### ***Class Policy on Record Keeping***

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature—are advised to preserve essays/papers graded and returned to them until graduation.

### ***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.

### English 1A-14, Spring 2014 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27 & 1/29	Introduction to the course; Diagnostic Test [SLO3] Using online / electronic resources [SLO2] Reading Journal Project--5 entries; due once every 2 weeks <b>Read Everyday Writer 1-44; Patterns 1-50</b>
2	2/3 & 2/5	<b>Narration.</b> Read <i>Patterns</i> , pp. 111-115; 121-126; 142-147 Essay #1 (In-Class) [SLO 1] <b>Everyday Writer 45-77</b>
3	2/10 & 2/12	Read/Quiz <b>Patterns 51-80 ; Everyday Writer 78-103</b> Review/Revise Essay #1 Reading Journal 1 Due
4	2/17 & 2/19	<b>Description.</b> Read <i>Patterns</i> , pp. 172-175;188-193 Essay #2 (In-Class) [SLO 1] <b>Patterns 81-94; Everyday Writer 104-124</b>
5	2/24 & 2/26	Review/Revise/Edit Essay #2 Reading Journal 2 Due
6	3/3 & 3/5	<b>Exemplification.</b> Read <i>Patterns</i> , pp. 211-262 <b>Essay #3 (take-home), with emphasis on Exemplification, due 3/15</b> Reading Journal 3 Due
7	3/10 & 3/12	[SLO2,3] <b>Essay #3 due.</b> Peer review. Revision + editing. [SLO1,2] Discuss Chapters 9 ( <b>Process</b> ) & 10 ( <b>Cause &amp; Effect</b> ), <i>Patterns</i> , pp. 263-370
8	3/17 & 3/19  3/24- 3/31	[SLO 1, 2, 4] <b>Essay #4 (in-class), with emphasis on Process / Cause+Effect</b> [SLO3] Grammar review (Everyday Writer pp. 287-318) Reading Journal 4 Due 3/24-3/28 <b>Spring Break, NO CLASS</b> 3/31 <b>Cesar Chavez Day, Campus Closed; No Class</b>

9	4/2	[SLO 2, 3, 4] Review/Edit essay #4 revision + editing; [SLO1, 2] Discuss Chapter 11 ( <b>Comparison &amp; Contrast</b> ), <i>Patterns</i> , pp. 371-434 [SLO 1, 4] Research for Comparison+Contrast essay in preparation for essay #5
11	4/7 & 4/9	[SLO 2, 4, 3] <b>Essay #5 (Comparison + Contrast) due</b> Reading Journal 5 Due
12	4/14 & 4/16	<b>Revising / Editing Essay #5</b> [SLO 3] Grammar Review (Everyday Writer pp. 318-399)
13	4/21 & 4/23	[SLO1, 2] Discuss Chapters 12 ( <b>Classification / Division</b> ) & 13 ( <b>Definition</b> ), <i>Patterns</i> , 435-524; <b>Essay #6 (take-home) - emphasis on classification/division/definition</b> [SLO1,2,4] Discuss Chapters 14 ( <b>Argumentation</b> ) & 15 ( <b>Combing the Patterns</b> ), <i>Patterns</i> , 525-702
14	4/28 & 4/30	<b>Essay #6 Due</b> [SLO1,2,4] <b>Revision of selected essays with emphasis on adding rhetorical patterns</b> [SLO 3] Grammar Review (Everyday Writer pp. 400-453) [SLO 1,2,3,4] Portfolio for the course
15	5/5 & 5/7	[SLO 1,2,4] Preparing for the final exam; Mock Exam Conclusion to the course Portfolio Due
16	5/10 Saturday Final Exam	8:00-10:00 AM; location to be announced

**The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.**