

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 33, Fall 2015

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Office Hours: Tuesdays 1:45-2:45 and M/W by appointment
Class Days/Time: M/W 4:30-5:45 pm
Classroom: BBC 121
Prerequisites: EPT of 147 or higher, passage of LLD 1 or 2
GE Category: Written Communication A2

English 1A: Global Citizenship and Composition

Course Description

From the University: “English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.”

“Global Citizenship and Composition” is a themed English 1A course in which we will focus on readings and other materials that address diverse issues around the world and concepts relating to modern globalization, **as well as ways students can use writing to relate to and understand how our world works.** Topics we cover may include labor, race and gender issues, human rights, food, capitalism, conflict, and more. In addition to selections from the course texts, 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 human history, and we are more connected than ever before. As such, a major 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. We will discuss what it means to be a global citizen in depth throughout the semester to give you a focus for your writing.

This is, first and foremost, a writing class. The global discussions and materials will give you a jumping-off point from which to develop stronger writing and critical thinking skills that you can use in all of your college writing and beyond. **These are skills that can translate to ANY degree or career field—effective communication is essential to your success in the future, both in college and in your professional life. Nearly every class you take at SJSU will include essay assignments; this class is designed to prepare you for any paper you may write.**

Class motto: “PROCESS OVER PRODUCT”

The big secret about writing is that students shouldn't be writing to receive a grade—you should be writing to *learn* more about your topic, your way of thinking, and perhaps most importantly, your own writing process. This class will help you learn about *yourselves* as writers, what works for you, and what you are interested in—all more important than a letter grade on a report card. That said, good grades often follow if you adhere this philosophy.

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

GE Learning Outcomes (GELOs)

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

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

English IA Course Outcomes (CLOs)

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).
- 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

- *The Norton Sampler* (8th edition), Ed. Thomas Cooley
- *The Norton Field Guide to Writing* (3rd edition), Eds. Richard Bullock and Maureen Daly Goggin (without readings)
- *I am Malala* by Malala Yousafzai
- *The Everyday Writer* (5th edition) by Andrea Lunsford (**NOTE: as an incoming freshman, you received a free e-book version of this text. You may use the electronic version for this class.**)

Other material requirements:

- Multiple green books for in-class essays/pencils
- College-ruled notebook to use as a journal for in-class writings and homework (bring to every class)
- College-level dictionary

Classroom Protocol

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.

Canvas: A Canvas page for this course will be available at the beginning of the second week of class. You must have access to Canvas to participate in this class. All supplementary readings, videos, etc., that are not in the course textbooks will be posted on Canvas, in addition to copies of assignments, quizzes, and more. Some weeks, we may not use Canvas at all, but we will rely on it heavily during other weeks. Later in the semester, you may also be expected to post and respond to discussion questions on Canvas. You will need to post materials for grammar and reading presentations as well. Periodically, I will post important announcements and reading assignments, so please

check Canvas frequently. **You must print all readings from Canvas and bring them to class the day they are assigned so we can discuss them or bring a device on which to access them.**

Absences: If you miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don't respond, it is likely one of those cases. 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 and make arrangements to complete the class work. You will exchange contact information with other students on the second day of class.

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, laptops, tablets, etc. are not allowed in class except to access the required readings. I prefer that you do not use a cell phone, which can present texting temptation, unless you have no other means of accessing the material. Otherwise, silence all devices, 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 your devices for anything other than coursework 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 group discussions, reading assignments on time, bringing books and 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 by your 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. Please allow up to 48 hours for a response, although I often respond earlier.

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 out-of-class 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.

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

Assignments: Assignments for this course will include

- readings (articles, essays, instructional materials, and other sources) for each class meeting
- a semester-long journal of daily or weekly reading responses, both homework or in class (these are what I will mainly use to confirm your participation for each day)
- group grammar presentations on specific mechanical issues (two students per group)
- group reading presentations on the book *I am Malala* (groups of 4-5)
- peer workshops of upcoming essays,
- quizzes (including potential pop quizzes if I determine the class is not keeping up on the assigned reading)
- mandatory office-hours conference
- in-class and out-of-class essays, **including graded revisions**, which will make up the bulk of your grade

The reading and writing load for this class is in line with the college's requirements for homework hours per unit. While it may seem like more than you are used to, you are capable of completing all readings and writings in the time allowed. It is disrespectful to me and your fellow students if you come to class unprepared. **That said, I am here to help you; I WANT to help you, but I can't help you if you do not ask within an appropriate time frame. If you are struggling with the workload, please let me know right away, and I will do my best to work with you. I can't do much to help once a deadline has passed.**

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 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. If you receive a C-, you will not be permitted to enroll in English 1B.

Grading Breakdown

Final "Portfolio" Essay	15%	(150 points)
In-class essays (2 x 600 words)	15%	(150 points)

Out-of-class essays, including potential revisions (3 x 1000-1400 words)	35%	(350 points)
Grammar presentations	5%	(50 points)
<i>Malala</i> presentation	10 %	(100 points)
Participation	20%	(200 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%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Conference requirement: Each student MUST meet with me at least once this semester during office hours, or you will lose points from your participation grade. You are responsible for arranging this, whether during my regular office hours or by appointment. This is to help you—I can point you in the right direction when you are writing an essay, help with grammar issues, discuss your progress in the class, etc. It is important to get comfortable meeting with professors one-on-one, because developing professional relationships can often lead to opportunities down the road—and because we will be the ones writing letters of recommendation for you someday soon.

Draft requirement: Some of our out-of-class essay assignments will include mandatory rough drafts, on which I will provide feedback for the final draft. Your classmates will sometimes workshop your drafts as well. If you do not turn in a rough draft, or if it is clear that you threw the draft together with little effort, I will automatically deduct 25% from your final draft grade. Treat your first drafts as final papers that you would turn in for a grade. Drafting will also include mandatory peer-workshop days, and you will lose points if you are not prepared for those activities.

Late paper grades: 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 have an extenuating circumstance that prevents you from completing your essay on time, please speak to me with as much advance notice as possible, and we can work something out that may not involve docking your grade.

Note on participation grade: University policy F69-24 states that “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.” However, your grade will suffer if you miss class because you will not be present to complete the participation assignments. I expect you to have done the reading; I expect you to be prepared to contribute at least one comment to the discussion—write down your thoughts beforehand if necessary or refer to your homework.

Extra credit: You may earn extra credit points in two ways: either by attending a specialty workshop presented by the Writing Center (the schedule will be available under “Announcements” on Canvas), or by attending up to two cultural events on campus, most of which are free. To earn credit, you must submit a 1-page write-up of each event discussing what you learned. Each write-up is worth 10 points.

As information on global-themed events becomes available, I will keep you posted and offer extra credit for those as well. Early in the semester, students will be tasked with researching a future event to contribute to a list of possible extra credit opportunities.

Additional Student Resources

Technology Labs

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. 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 former senior writing specialist from 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. I also work in the WC as a Faculty in Residence, which means I am available for very quick consultations while I am there. Please contact me for my WC hours. This will NOT count as the required conference.

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 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 <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).

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

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

STUDENT/PROFESSOR CONTRACT

By signing and dating this form, you are indicating to your professor that you have read and understand the requirements of this class. If you do not understand any aspect of this document, you make speak to me for clarification before signing it.

By accepting the signed contract from you, your professor is also accountable to the requirements laid out in this syllabus.

RETURN TO PROFESSOR GOODMAN ON WEDNESDAY, AUG. 26

Print Name: _____

Signature: _____

Date: _____