

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Sections 52, 53, 65. Fall 2015

Instructor:	Clare Browne
Office Location:	Faculty Office Building 217
Telephone:	(408) 924-4494
Email:	Clare.Browne@sjsu.edu (Best way to contact me)
Office Hours:	Tuesday 1:30-2:30pm
Class Days/Time:	Tuesdays/Thursdays Section 52: 10:30-11:45 BBC121 Section 53: 12:00-1:15 BBC 121
Classroom:	Section 65: 3:00-4:15 BBC 122
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication

Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. This class focuses on 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. 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.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;

7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the 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. 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;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders, races, cultures, beliefs, and socio-economic classes.

Writing:

Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading:

We'll read a variety of texts, essays, and articles

Final Experience: Presentation of selected materials by students

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/>)

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

Great Writing: A Reader for Writers (3rd edition) Wiener&Eisenberg ISBN: 0-07-237064-5
Green Books for in-class essays

ENGL 1A Course Requirements and Assignments

Writing Assignments: You will do a significant amount of reading and writing in various formats, in this course. **Come to class prepared!** There will be six essays (three out-of class, three in-class) and a Writing Notebook, totaling a minimum of 8,000 words. This total will include one substantial re-write. Out-of-class essays must be typed (Times New Roman 12 point font) and double-spaced, using MLA format. Peer review workshops are an essential part of improving your writing. You must be present at the workshops. Essays without the peer review drop a grade. Essays are expected on the due date: no late papers accepted.

*****All essays must be completed to pass the course.*****

Reading Assignments: Read the assignments **before** class unless directed otherwise. Come to class ready to discuss the material.

Writing Notebook: This is your chance to write outside the essay format. The assignments include responses to texts/materials used in class and creations of your own. Each entry should be typed, double-spaced, (about 300 words). Include word count, date and title.

Oral Presentations/Participation:

Twice in the semester, you'll be asked to share your work with the class. Most class times involve discussion of ideas and concepts. You are encouraged to share your thoughts in class and in small discussion groups.

Quizzes: These are not always announced beforehand. Be prepared.

Attendance: Regular attendance and participation are expected. Assignments in class cannot be made up.

Assignment	Word Count	GELO	CLO
In-class essays (3)	1500	1-5	1-9
Out-of –class essays (3)	3000	1-5	1-9
Writing Notebook	3000	2,4,5	1-9
Oral Presentations	600	2,4,5	1,2,4,6,7,8

Grading Policy:

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes,

and exams are graded on a traditional A-F scale. Essays are typically evaluated using the following criteria:

A= Excellent: The “A” essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The “B” essay is less precise and not as convincing as the “A” paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The “C” essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The “D” essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The “F” essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Your grade for the course will be determined as follows:

In-class essays: (Graded A-F)	25%
Out-of-class essays: (Graded A-F)	35%
Oral Presentation/Participation: (Graded A-F)	10%
Writing Notebook: (Points converted to letter grade)	20%
Quizzes: (Points converted to letter grade)	10%

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

*****This course must be passed with a C or better as a CSU graduation requirement.**

Classroom Protocol

I like our classroom to be a place where people feel comfortable enough to share their opinions. Respect for each other is the key here. Be on time, and switch off mobile phones.

Information available online:

University Policies

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

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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.

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) at <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 Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A Daily Schedule

(Subject to change with fair notice)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th. Aug. 20	Introduction to 1A. Read <i>The Everyday Writer</i> (EW) Chs. 6 and 7
2	Tu. Aug. 25	In class writing. (Bring green book) Homework: Read Description (<i>Great Writing</i> 10-17)
2	Th. Aug. 27	White's "Once More to the Lake" (GW 24-29) Essay 2 assigned
3	Tu. Sept. 1	Introduction to Narration (GW 58-64) Carver's "My Father's Life" (GW 81-87) Review EW 10
3	Th. Sept. 3	**First draft of essay due for peer edit** Bring two copies. Introductory Paragraphs (EW 8 f) Review MLA format for essays EW page 502 and EW Chapter 11 before handing in essay next week.
4	Tu. Sept. 8	Poe's "The Tell-Tale Heart" (GW 108-111) Body paragraphs, topic sentences and concluding paragraphs (EW 8)
4	Th. Sept. 10	Exemplification (GW 144-151) The Critical Thinking Process (EW 12) Thurber's "Courtship through the Ages" (GW 166-169) Essay 2 due
5	Tu. Sept. 15	Ehrenreich's "What I've Learned from Men" (GW 175-178) Comma Splices and Fused Sentences (EW 37)
5	Th. Sept. 17	Process Analysis Mehta's "The Baby Myna" (GW 257-260) Sentence fragments (EW 38)
6	Tu. Sept. 22	In-class essay. Bring green book.
6	Th. Sept. 24	Comparison and Contrast (GW 278-286) Tan's "Two Kinds" (GW 291-298) Essay 4 assigned.
7	Tu. Sept. 29	Woolf's "Shakespeare's Gifted Sister" (GW 287-289)
7	Th. Oct. 1	Grammar Quiz
8	Tu. Oct. 6	Essay 4 peer review (Bring two copies)
8	Th. Oct. 8	WRITING NOTEBOOKS DUE
9	Tu. Oct. 13	Conferences (Faculty Offices 217)

Week	Date	Topics, Readings, Assignments, Deadlines
9	Th. Oct. 15	Conferences (Faculty Offices 217)
10	Tu. Oct. 20	Essay 4 due Apostrophes (EW 42)
10	Th. Oct. 22	Definition Rodriguez “Complexion” (GW 513-516) Semicolons (EW 40)
11	Tu. Oct. 27	Sherman Alexie’s <i>Smoke Signals</i>
11	Th. Oct. 29	Sherman Alexie’s <i>Smoke Signals</i>
12	Tu. Nov. 3	Argument and Persuasion (GW 520-528) Wilfred Owen’s “Dulce et Decorum Est” (GW 561)
12	Th. Nov. 5	King’s “I Have a Dream” (GW 529-532) Essay 6 assigned
13	Tu. Nov. 10	Newspaper Editorial Analysis
13	Th. Nov. 12	Quiz. Writing Workshop.
14	Tu. Nov. 17	In-class essay. Bring green book.
14	Th. Nov. 19	**First draft essay 6 due**
15	Tu. Nov. 24	WRITING NOTEBOOKS DUE Grammar Review.
15	Th. Nov. 26	THANKSGIVING DAY
16	Tu. Dec 1	Grammar Exam
16	Th. Dec. 3	Essay 6 due.
17	Tu. Dec. 8	Last class. Presentation of best piece of writing