

**English 1A Section 5 (20265) Section 10 (21857) Section 16 (26979)**  
**Department of English and Comparative Literature**  
**Spring 2015**

**Instructor: Neli Moody**

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**Office Hours: TTR 10:30-11:15**

**Class Days/Time: TR 7:30-8:45 and 9:00-10:15**

**Classroom: Sweeney 348 and Clark 316 (12:00)**

**GE Area: A2 (Letters)**

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus and the instructions for mycomplab registration may be found on my faculty web page accessible at [My Faculty Webpage/](#). You are responsible for regularly checking for updates all assignments, notes, updates, rubrics, guidelines, examples and announcements on mwl. That is the place to look first. If more than person asks a question, I post answers there. Most often, the answer is in a document that has already been posted. This is why it so important that you become familiar with mwl. It is your virtual classroom. Make sure that your address in mycomplab and on the mwl class roster are correct. While I often grade papers on weekends, I do not even look at work email on weekends after the first week or so. Whatever you need, let me know by Friday, 5:00 p.m.

**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. Students will be introduced to citing sources.

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

Course Goals and Student Learning Objectives

The objective of this course is to give you the skills to write academic papers that are academically sound, grammatically correct, and grounded in an understanding of the techniques and principles of academic writing in a variety of modes. Research papers will require an understanding of the proper use of research materials.

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).

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### **Learning Objectives and Activities for this Course**

Students shall

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

5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

## **Course Content**

**Assignments:** Assignments shall emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments shall give students repeated practice in prewriting, organizing, writing, revising, and editing. Several essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required; at least one of these essays shall be informed by research. This minimum requirement excludes the final examination, in class writing, quizzes, and any brief or informal assignments. However, it can include the diagnostic essay and assignments that require major revisions to a previously graded or reviewed draft. A major revision is defined as a rethinking or reworking of an assignment and not a simple “correcting” of mechanical errors noted on the original. At least three (but no more than four) essays shall be written in class.

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note problems and suggest ways to improve.

The essays are due as noted on the calendar on mycomplab. REFER TO MYCOMPLAB DAILY. I will post the syllabus, notes, and reminders there. Everything you need will be there. It is an invaluable resource.

### **Assignments and Grading Policy**

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. Thoughtful responses with an attention to detail exemplify excellence.

Gradekeeper is the program that calculates the grades. At mid-semester, I will show you the reports. At the end of the semester, I will email you the report. Make sure I have a valid email for you. This way, you can track your progress and see why you received the grade you received. Students who do the work, barring major issues with writing, will pass this class. Rubrics and guidelines are posted. The key is to take advantage of every resources and opportunity to earn points, such as with events and current events. Students who attend class regularly, check mwl every day, use the Writing Center, come to me for assistance, study buddy up with other students, and use the online writing tutor will reap the benefits in higher scores. At the end, it’s about the numbers. You have them, or you don’t. Lamenting at the end will not save you. However, taking action and keeping on top of the work, will. You have access to your scores all the time. There is no excuse for claiming ignorance. Your education is your responsibility.

I do not accept late work.

As noted on the assignment grid, professors may alter the syllabus to accommodate the needs of the classroom as they pertain to learning concepts. USE THE CALENDAR on mwl. Different classes have different assignment dates, so don’t assume that your friend in my 7:30 class has the same essay due date as you do. Some are different to facilitate efficient scoring.

**Reading:** English 1A will include extensive and intensive reading. The reading you do in English 1A will provide useful models of writing for academic, general, and specific audiences. I hope you will find the readings thought-provoking and a springboard for your writing. I will be bringing in supplemental materials that relate to the readings and will challenge you to new ways of seeing. The assigned reading must be completed by the beginning of each class period – our class discussions, quizzes, and essay prompts will relate to the reading selections. The readings are selected to stimulate discussion, exemplify rhetorical styles and provoke thought. Not only does this make for a more interesting class, but the more you read, the more tools you have to write effectively. Based on class needs, the reading assignments may change. Don't miss class.

**Writing:** In English 1A, you will focus on practicing all phases of the writing process including: prewriting, organizing, writing, revising, and editing. This class requires that you write sequenced essays, totaling a *minimum* of 8000 words. This total word count does not include your final exam, journals, quizzes, or any brief or informal writing assignments. However, this word count can include any major revisions of any assignments that have already been submitted for a grade and commented by peers or your instructor. A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes. In English 1A you will write at least 3 but no more than 4 essays and how you meet the 8000 word minimum will be specified on your greensheet. Throughout the semester, your instructor will give you frequent feedback on your writing, including comments on what is working well and suggestions for how to improve specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

Essays comprise the majority of the points in this class. ***They cannot be made up unless you have contacted me one week in advance.*** **Out-of-class essays must be typed, double-spaced, and in 12-point font.** They must also be in accordance with MLA citation guidelines. We will have a class discussion on the MLA format; additional information can be found in the *Prentice Hall Reference Guide* and on mycomplab. Points will be deducted for failure to comply. While I require that essays have a minimum number of pages, I will always be more interested in the quality of your writing than in many pages of unfocused material. The essays are due by class time of the due date in mycomplab.com. Different sections may have different due dates, so be sure to check the calendar for YOUR class. Turn in essays and group work on time! You should keep copies of all essays and other papers for your own reference in a Word file outside of mycomplab. There is one presentation and you must attend one literary event (a reading, play, or art and music with text) and write a one- page on the event. See guidelines under the assignment. Check with me about acceptable events.

You have one week to get in a late paper. This applies only to essays. Late homework will not be accepted. That's two class meetings. In addition, they will be graded down 10 points for every class after the due date. That can significantly affect a grade. You will be keeping all of your essays and assessments, including peer remarks and a grammar and vocabulary journal, in an e-portfolio. It is graded at the end of the semester. This is an invaluable way for you to track your inevitable progress as a writer. Failure to pay attention to comments and reviews on a first draft will result in a zero on the second draft. I WILL compare them.

**Workshops:** Workshops are one of the best ways to learn the art of writing. Your peers are a vital part of the process. (Another reason to be at every class.) We will be using the peer editing feature on mycomplab. The assignment must be the minimum number of pages at the peer edit. Peer reviews count toward your **own** essay. ***If you miss a workshop, you must take the paper to***

*the Writing Center and I must receive confirmation from the writing center specialist, and see the paper with Writing tutor notes. In addition, you can only earn 2/3 of the points for the review. If you miss more than one workshop, the penalties are steep.*

*The first submitted draft and peer edit is part of your grade and cannot be made up. If you turn it in late, it affects everyone in your group, and can stall mwl, so be conscientious and be respectful of your teammates.*

**Homework:** Homework assignments may be responses to readings or practice exercises. They are due by class time. They may also be grammar assignments, as on mycomplab. Out-of-class work must be typed, double-spaced, and in 12-point font. Again, I am more interested in a well-written response than pages without purpose. I read everything. **Reader responses will not be accepted late.** We will also do in-class exercises. Students have found these valuable. All homework goes into mwl. The only time you will ever turn in paper is for quizzes and in-class work.

**Mywritinglab:** We will spend two days in the computer lab exploring the features and learning how to navigate the system. They have improved the system in many ways, and my students gave me some great tips about how to make the experience better. You must sign in using an access key. You may purchase a used text, but you will have to buy mwl access separately. You have the option of buying a 6 months or one year subscription. The syllabus is posted at your course home, as well as assignments to be turned in. The syllabus may be changed, as needed, but the changes are usually small and always to your benefit in terms of making a due date later. Use the calendar. It will always be accurate. You will be submitting your essays there and those will be put in the online portfolio, along with self-assessments. These assessments are the most important part of this course in terms of improving your writing skills. The site includes all kinds of useful resources and it is the place I will be commenting on your papers and returning them to you for revision. I will direct you to the resources needed to improve your skills.

The instructions are the same for each section. You simply change the course ID for your section.

### **MyLab & Mastering**

#### **Student Registration Instructions**

##### **To register for E1ASP1505:**

1. Go to [pearsonmylabandmastering.com](http://pearsonmylabandmastering.com).
2. Under Register, click **Student**.
3. Enter your instructor's course ID: [moody75298](#), and click **Continue**.
4. Sign in with an existing Pearson account or create an account:
  - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click **Sign in**.
  - If you do not have a Pearson account, click **Create**. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor's online course:
  - Use the access code that came with your textbook or that you purchased separately from the bookstore.
  - Buy access using a credit card or PayPal.
  - If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click **Go To Your Course** on the Confirmation page. Under MyLab & Mastering New Design on the left, click **E1ASP1505** to start your work.

##### **Retaking or continuing a course?**

If you are retaking this course or enrolling in another course with the same book, be sure to use your

existing Pearson username and password. You will not need to pay again.

**To sign in later:**

1. Go to [pearsonmylabandmastering.com](http://pearsonmylabandmastering.com).
2. Click **Sign in**.
3. Enter your Pearson account username and password. Click **Sign in**.
4. Under MyLab & Mastering New Design on the left, click **E1ASP1505** to start your work.

**Additional Information**

See **Students > Get Started** on the website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access.

CODES: (05) moody75298 (10) moody80957 (16) moody39248

**DO NOT ENROLL.** We will enroll together in class.

**Diagnostics, Journals and Portfolios:** You will take several diagnostics on grammar at the beginning of the semester and the system will suggest exercises to help you in weak areas. I will have access to these and you will note these, the weaknesses and exercises, in your grammar journal. These constitute the core of your Study Plan. In addition, you should have a vocabulary section with one word per week, defined and used in a sentence. Expanding your word options as a writer will greatly enhance your writing. The portfolio is a compilation of your essays and your assessments. Instructions will be given in class and posted. If you have any problems at all, contact me immediately so that we can work them out. If you come into my office, we can usually figure it out and solve it on the spot.

**Quizzes and Exercises:** Grammar exercises from the texts are an integral part of this class. We will do some grammar work in groups, so there will be no excuse for not knowing the material. Quizzes, which are weekly and worth 10 pts. each, may test grammar skills or require analysis and/or comparisons of readings. Be prepared. **I will not accept late homework.** Quizzes cannot be made up, unless I approve it.

**Event:** You are required to attend one literary event and write (type) a one-page account. This is a response to the event with specific details of the event and an analysis of your response to it. Take advantage of this opportunity to try something new. Most students are surprised to learn they liked the event.

**Final Exam/Final Assessment:** There is no final exam in this class. Your points come from all class work, your essays plus your assessments (portfolio) and grammar journal. In addition, there is a final assessment. The little assessments should prepare you well for the final assessment. Assessments cannot be made up and I will not accept late assessments. At 25 points a pop, it is wise to get them in on time. **Note that we are now required to meet during our scheduled final exam time which will be 7:30 on December 15 in this classroom.**

**Conferences:** I will hold conferences mid-term with each of you. These will be brief. Be prepared to bring any questions you may have, or papers you'd like to discuss in the 10-15 minute period. There will be a sign-up sheet posted. **BE ON TIME.** If you are late, it affects another student.

**Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible. Such diversity requires an open mind and healthy respect for viewpoints

unlike our own. I expect discussions, and we will have many on controversial subjects, be conducted in a manner befitting an academic setting. College is the perfect place for discussions and explorations of identity and beliefs with peers.

**Tutoring:** Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center. Mycomplab also offers tutors. Be aware that if you choose this option, and my former students have liked the attention they get with this service, there is a turnaround time of about 48 hours.

**Research:** 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.

### **Required Texts/Readings**

**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.macmillanhigher.com/techsupport>

Shrodes, Caroline, et al. *The Conscious Reader*, 12th edition with mywritinglab access

ISBN-10: 0321881974 ISBN-13: 9780321881977

Publisher: Longman Copyright: 2012

2 greenbooks for in-class essays, if you are not able to do them on the computer in class, colored pen (for in-class editing, not blue or black), a highlighter, and a blue or black pen for in class work

Computer access

### **Other Equipment / Material Requirements (Optional)**

College-level dictionary

Lined binder paper 8.5x11 for in-class writing.

Blue or black pens for in-class writing, a highlighter is also a good idea

Internet access and email

[Vocabulary Resource](#)

### **Classroom Protocol**

Cell phones must be silent (or on vibrate). Do not use cell phones in the class. After one warning, I will simply deduct points. No text messaging allowed. Laptops may be used during class time for in-class essays, presentations (and then it is optional), designated group work, grammar if you only have an online text, or with permission from the AEC. Do NOT wait to get assessed at the Accessible Education Center behind Clark if you

have any learning disabilities. There is no eating in class and try to use the restroom before class. Both activities disrupt the class. In addition, especially in the winter months, people get sick. Get a study buddy early on to take notes and if you are out for an extended period of time, get a medical excuse. I will work with you. If you are experiencing personal issues, please take advantage of the free counseling services on campus. You are not alone.

## **University Policies**

### **Estimation of Per-Unit Student Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Recording policies**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

## **DROPPING AND ADDING**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.



## **ACADEMIC INTEGRITY**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

## **CAMPUS POLICY IN COMPLIANCE WITH THE AMERICAN DISABILITIES ACT**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **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. Writing Specialists are well trained to assist students at all levels within all disciplines to become better writers. This is your second level of assistance and the best one. I highly recommend it. After that, WriteClick and the online tutors are your best friends. In addition to one-on-one tutoring, the Writing Center also offers workshops every semester. To make an appointment or to refer to online resources, 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.

### **Peer Connections**

Peer Connections provides 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, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on topics including preparing for the Writing Skills Test (WST), improving your learning and memory, and alleviating procrastination. 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: 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.

### **Plagiarism**

Plagiarism means passing someone else's work off as your own, such as:

1. using text from a book and not citing it as such
2. using web page text directly in your papers without citing
3. having someone else write all or part of your paper.

Any assignment containing plagiarized passages will receive a 0 grade automatically. We will discuss strategies on avoiding plagiarism, in class. Plagiarism and cheating will not be tolerated. Plagiarism or cheating on any portion of any assignment, including originality scores above the announced level, will result in a failing grade for the assignment and possibly the course. All student work is subject to review at [mycomlab.com](http://mycomlab.com) to identify possible sources of plagiarism. Students found guilty of academic dishonesty will be reported to the proper authorities and may result in a grade of F. I use mycomlab originality reports to check your work.

**Grading:** A-F. This class must be passed with a C or better to move on to CORE GE Area A2 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.

**GRADING BREAKDOWN 1000 PTS. TOTAL (CONVERTS TO A LETTER GRADE AT THE END OF THE SEMESTER)**

The gradebook of mwl makes all of your grades available to you instantly. However, I do not set it up to calculate letter grades. In addition, there is some overlap. For example, you will see grades for the three assessments separately, but they also appear in the portfolio. You will receive your mid-semester at conference.

Deliverables and grade criteria	Points	Form	Total
Quizzes SLO 1,3,4,5	10 x10	Written	100
Homework 1,3,4,5	10 x10	Typed	100
E2, 4 SLO 1-5	100 each	4-5 pages MLA format 1200-1300 words	200
Present. & Peer review 1-5	25	4-5 pages MLA format	25
Essay in class, incldg revisions (3) SLO1-5	50 each	700-800 words	150
Event SLO 1, 4	10	Typed 1 page MLA format	10
Current Event 1,4			10
Participation	20	Written and attendance	120
Portfolio SLO 4, 5 (Assess./grammar/vocab) 100 +60	200	10 entries 4 Assessments	160
Tutorial	10		10
Final Assessment SLO 2	100		100
Conference	15		15
			1000

**Grading Scale**

Points	1000-972	899-872	799-772	699-672	599-0
Grade	A+	B+	C+	D+	F
	970-940	871-840	771-740	671-640	
	A	B	C	D	
	939-900	839-800	739-700	639-600	
	A-	B-	C-	D-	

**Helpful Websites**

- <http://www.sjsu.edu/larc/>
- <http://www.sjlibrary.org>
- <http://owl.english.purdue.edu/>
- <http://essayinfo.com/>

<http://www.wonderfulwritingskillsunhandbook.com/mycomplab>

### **Academic Standards for Assessment**

This class is graded on the A-F system.

The “A” paper 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 to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors. The “B” paper will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weakness 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” paper will complete all tasks set by the assignment, but show weaknesses 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” paper will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too 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/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.

The “F” paper 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.

### **English 1A Sections 05, 10 and 16 Moody**

**While I try to keep to the syllabus, the schedule is subject to change as inspiration strikes or as class needs arise. Any changes will be listed in advance on mycomplab on the calendar and noted in class.**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/22	<b>First day syllabus, mwl registration, survey Bring a laptop, if you have one, or use the ones we will have in the lab.</b>

Week	Date	Topics, Readings, Assignments, Deadlines
2	1/27	<p><b>MEET IN SWEENEY 229</b></p> <p><b>Essay 1</b> Write essay 1 Write about person, place, or experience that helped define who you are. Use descriptive language. Assume the reader knows nothing. Focus on what the reader needs to know. You're not a reporter, but a storyteller. <b>50 minutes</b></p> <p><b>Practice Portfolio Assignment due</b></p>
	1/29	<p>MEET IN OUR REGULAR CLASSROOM SH 348 or 414 (12:00)</p> <p>Look at Botticelli, Lichtenstein, Picasso and Kahlo</p> <p><i>EW (Every day Writer)</i> Chapter 1</p> <p>Read <i>CR</i> pgs. 8-21</p> <p><b>Quiz 1</b></p>
3	2/3	<p><b>HW 1 Contracts due. Diagnostics due. Plagiarism tutorial due. First survey due.</b> This is done online from any computer, but you must have a library card to register.</p> <p><a href="#">Link to tutorials</a></p> <p><i>CR</i> pgs. 134--152</p>
	2/5	<p><i>EW</i> Chapter 2</p> <p>Hint for reading comprehension: Read the questions first.</p>
4	2/10	<p><i>CR</i> pgs.134-147</p> <p><b>Q2</b> <i>EW</i> Chapter 5 pgs. 48-59</p> <p><b>Essay 1 Peer Reviews</b></p> <p><b>All readings helps documents</b></p>
	2/12	<p><i>CR</i> pgs. 197-201</p> <p><b>Q3</b></p>
	2/17	<p><i>CR</i> pgs. 205-207 <i>Namesake</i></p> <p><i>EW</i> pgs. 59-66</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/19	<p><b>HW2</b> CR SW pg. 207  <b>Essay 1 Revision 5 and 10</b></p> <p><i>EW</i> pgs. 66-70  <b>HW3</b> pg. 69 Exercise 7-1  <b>Essay 1 Revision 17</b></p>
6	2/24  2/26	<p><b>First Draft Essay 2 (10 and 17)</b>  CR pgs. 218-224  <b>HW4</b> CR Suggestion for Writing (SW)1-3 pg. 224</p> <p><i>CR</i> pg. 406 -407  <b>Q4</b>  <b>E2 Peer Review</b>  Formal and informal language PHRG</p>
7	3/3  3/5	<p><b>Assessment 1 due</b>  <b>First draft Essay 2 (5)</b>  <i>CR</i> pgs. 340-343 and 343-350  <b>HW5</b> pgs. 342-343 1-4</p> <p><b>Essay 2 Peer Review due</b></p>
8	3/10  3/12	<p><i>CR</i> 371-374</p> <p><b>Q5</b></p> <p><i>CR</i> pgs. 290-306  <b>HW6</b> Suggestion for Writing pg. 305  <b>E2 Revision 10 and 17</b></p>
9	3/17	<p><b>Assessment 2 due</b>  <b>E2 Revision (5)</b>  <i>Bring lyrics from a song you would like to share with the students.</i>  Youtube it  <b>HW 7</b> Choose a song that makes a political statement or comments on society. Write an effective one-page essay. What is the songwriter attempting to do? Attach the lyrics to the appropriate homework file and explain why the lyrics are particularly effective. Be specific. Would the</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	3/19	<p>song be as effective without the music? Link the piece to a Youtube video.  <i>EW</i> Chapter 8 pgs. 78-94</p> <p><b>Essay 3 (In class) Bring a laptop or a green book. Compare and contrast. Online tutor required.</b>  <i>EW</i> Chapter 15 pgs. 196-187</p>
10	3/24 3/26	<b>Spring Break</b>
11	3/31	<p><b>Conferences 8:00-11:30 and 2:00-4:30</b>  <b>Sign up for appointments online</b>  <b>Essay 3 Revised</b></p>
	4/1	<p><b>Conferences 8:00-12:00 1:00-4:00</b>  <i>EW</i> pgs. 196-202  <b>Second survey due</b>  CR 573-582</p>
	4/2	<p>Songs  *<i>EW</i> pgs. 216-224 Chapter 8 Dev par Chapter 15 Research Synthesize sources 17e  <b>Q6</b> Pick one suggestion for Writing <u>Closing Arguments</u>  <b>Assessment 3</b></p>
12	4/7	<p><b>HW8</b> Exercise 26.2 Pg. 298  <i>EW</i> Chapter 27 pgs. 200-302  Groups  <b>Q7</b></p>
	4/9	<p><b>Submit E4 by class time</b>  <b>E4 Workshop Peer Editing Assignment</b>  <b>Bring a laptop and three copies of your complete essay.</b>  CR pgs. 635-636 and 651-654</p>
13	4/14	<p><b>Peer Reviews due</b>  CR pgs. 707-727  <b>Q8</b></p>
	4/16	<i>EW</i> pg. 234-241





Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Final Assessment due on or before May 15</b>
		<u><a href="#">Darwin</a></u> <u><a href="https://www.youtube.com/watch?v=GdDtFQXVML8">https://www.youtube.com/watch?v=GdDtFQXVML8</a></u> <u><a href="#">Shadid capture</a></u> <u><a href="https://www.youtube.com/watch?v=vvCgeiJa4pU&amp;feature=related">https://www.youtube.com/watch?v=vvCgeiJa4pU&amp;feature=related</a></u> <u><a href="#">Shadid interview</a></u> <u><a href="#">Seneca Falls</a></u> <u><a href="#">Declaration of Independence</a></u> <u><a href="http://picturingamerica.neh.gov/">http://picturingamerica.neh.gov/</a></u> <u><a href="#">Aguilera</a></u> <u><a href="#">Aguilera Strokes Freelance Hellraiser</a></u>