

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2). Section 11**

## **Course and Contact Information**

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<b>Office Hours:</b>	Wednesdays, 12:00-1:00 pm
<b>Class Days/Time:</b>	Monday/Wednesday 10:30-11:45 am
<b>Classroom:</b>	Clark Building 306
<b>GE/SJSU Studies 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.

## **Learning Outcomes and Course Goals**

### GE Learning Outcomes

#### Student Learning Outcomes (A2)

SLO 1: Students will demonstrate the ability to read actively and rhetorically.

SLO 2: Students will 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.

SLO 3: Students will articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context and rhetorical appeals.

SLO 4: Students will demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

SLO 5: Students will demonstrate college-level language use, clarity, and grammatical proficiency in writing.

In addition, students will be able to demonstrate college-level proficiency in 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, 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 essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g. punctuation, spelling, reference, agreement).

### Course Goals

This course should cultivate an understanding of the writing process and goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing style that the student is a capable college-level writer and reader of English.

## **Content**

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- 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 words of which must be in revised final draft form. Because in-class writing is valued and students should perform well in timed writing situations, at least three essays shall be written in class. English 1A classes require at least three out-of-class essays.
- Reading. Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and special audiences.

## **Required Texts/Readings**

### **Textbook**

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8<sup>th</sup> ed. New York: W.W. Norton & Co., 2013.

### **Other Readings**

Additional readings may be posted on CANVAS.

### **Other Equipment / Material Requirements**

For this course you will need three Green Books for your in-class essays. Green Books can be purchased at the SJSU bookstore. You will also need a composition notebook for in-class reading responses and other activities.

Be sure to keep your notebooks neat (legible!) and well-organized as you'll be turning them in at the end of the semester.

**\*\*PLEASE NOTE: You are required to bring both your Norton Sampler and your composition notebook to EVERY class.**

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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

This class will be taught under the theme “Spartans and the discovery of purpose.” The semester will be divided up into three sections: 1) on-campus sports and leisure, 2) education, and 3) individual purpose, or, “Ain’t I a Spartan?” Different modes of writing, including comparison/contrast, rhetorical analysis, definition and narrative, will be incorporated into persuasive or argumentative essays. For each essay you will be asked to voice your opinion in the form of a thesis statement and to defend your position through appeals to a given audience (logos, ethos, pathos). The reading and writing assignments will be aimed at getting you to evaluate where you stand as both a student and a young adult and will (hopefully) persuade you that yours is a voice worth hearing and a side of the story worth telling.

### Writing

For this course you will be required to write a minimum of 8,000 words. There will be three in-class essays, three out-of-class essays, as well as regular reading responses, a multimodal group project and a final portfolio designed to help you meet this requirement.

#### In-class Essays

You will compose a total of three in-class essays. The first is a diagnostic essay intended to give me an idea of where you stand as writers. This will enable me to make appropriate changes to the course syllabus based on your overall strengths and weaknesses. The diagnostic essay will not be graded, but **will** count toward participation. We will prepare for the two other in-class essays through applicable reading assignments, responses, and in-class activities. These essays **will** be graded. It is therefore imperative that you are present on the days in which they are assigned.

- Absences: In-class essays: If for some reason you are unable to make it to class on any of these days, please notify me **in advance**. Lack of notification may result in an automatic “F” on the assignment.

## Out-of-class Essays

Hard copies of the three out-of-class essays are to be brought to class in draft form on the given due dates. Every out-of-class essay should comply with MLA guidelines. Please note that our second class (1/28) will be dedicated to going over MLA formatting. Essays that are not in compliance with MLA guidelines will not be accepted until reformatted (and then at a penalty of 5% of your overall essay grade).

As you will see, the draft is a midway point in the writing process. It is not meant to be revised and polished (or it would be called a revision). The draft is your preliminary effort at putting the ideas – which you’ve by now brainstormed and organized – into sentence/paragraph/essay form. Your thesis statement and structure (or “plan of attack”) should already be apparent in your draft.

You will not be graded on your drafts, but that is not to say that they shouldn’t be taken seriously. I will offer you extensive feedback on each draft. The more you put into your drafts, the more productive my feedback will be. Once you’ve been handed back your draft with my comments, you will have two weeks to post your revision on CANVAS. Please note that a feature on CANVAS allows me to check all work for plagiarism, so be sure that you cite your sources.

## Reading/Reading Responses

Over the course of the semester you will be reading essays that deal with college sports, education, and individual purpose. There will be ten in-class reading responses worth 10 points each. There will be no make-ups, so make sure you make it to class **ON TIME**.

## Multimodal Group Project

The multimodal group project will take place in lieu of a formal essay. You will be split up into groups of five. Each group will come up with a short presentation under the theme “What does a four year education mean to you?” Leading up to this project we will discuss potential “angles” and how you can incorporate the individual viewpoints into a single, coherent presentation. You will be given three class days to work on your project. On these days – and these days only – you will be allowed to use electronic devices during class. Traditionally, PowerPoint has worked well for such assignments, but as a group you are free to agree upon another program. There will be a minimum word count for this project, but it is also expected that you include other forms of communication such as audio and images.

- A formal prompt and information sheet will be handed out on March 16<sup>th</sup>.
- Group work: Please note that this project is designed to guide you into a group working environment and accustom you to writing via a technological platform. You may have differing ideas about how to piece together your presentations, and discussions may – and should – ensue based on these differences. However, it is imperative that we all remain tolerant and open-minded throughout group – and any other – work and that we allow each student to have a voice.

## Final Writing Experience

Your final writing experience will consist of a portfolio in which you bind all your drafts and final out-of-class essays and in-class essays with a reflection on your writing process and how it may have changed throughout the semester. You will be asked to present your reflection on the date of the final exam.

## Participation

**Attendance:** 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 criterion for grading.”

Although university policy states that attendance should not be used in determining your grade, it is nevertheless vital that you attend class. This course is geared to introduce you to critical thinking and writing strategies that will prove necessary for your college career and beyond and is therefore work intensive. You do not want to fall behind, so make showing up to class a top priority.

**Participation Points:** You will be given participation points based on your contributions to class discussions and workshops. You will also receive points for visiting me during at least one of my office hours.

- **Workshop:** We will workshop the first paragraphs of your last two out-of-class essays. On the day of the workshops you will need to bring 4 copies of your introduction paragraphs.
- **Office Hour:** Please arrange to meet me during at least one of my office hours. This will give you a chance to ask specific questions about your work and give me a chance to offer more personalized feedback.

## Word Counts and Point Values with Student Learning Outcomes

**Grading:** This course must be passed with a C or better as a CSU graduation requirement. I will determine your grade based on a point system using the following table:

Assignment	Word Count	Point Value
Diagnostic Essay	500	100
In-class Essay #2	500	100
Out-of-class Essay #1 SLO: 2,3,4,5	1250	100
Multimodal Group Project SLO: 3,4,5	500	75
In-class Essay #3	500	100
Out-of-class Essay #2 SLO: 2,3,4,5	1250	125
Out-of-class Essay #3 SLO: 2,3,4,5	1250	125
Reading Responses SLO: 1,2	1500	100
Participation	N/A	100
Final Writing Experience SLO: 2,3,5	750	75
Total	8000 Words	1000 Points

Grades will translate as follows:

1000-900=A

899-800=B

799-700=C

699-600=D

599 and lower =F

- “A” essay: To receive an “A” you must fulfill the requirements of the prompt. You must be able to discern what is being asked and to answer accordingly. In addition your writing should demonstrate your ability to form well-organized paragraphs with precise use of syntax, diction and grammar. The “A” essay should show syntactic variation, correct implementation of idiomatic expressions, and careful attention to punctuation. Where applicable, you must have a clear thesis statement.
- “B” essay: To receive a “B” you must fulfill the requirements of the prompt. You must be able to discern what is being asked and to answer accordingly. In addition your writing should demonstrate your ability to form well-organized paragraphs with mostly correct use of syntax, diction and grammar. The “B” essay may show less syntactic variation, etc. Where applicable, you must have a relatively clear (locatable) thesis statement.
- “C” essay: To receive a “C” you must show an understanding of the prompt and an effort to answer accordingly. The “C” paper may demonstrate some weakness in structure as well as syntax, diction and grammar. Where applicable, your thesis may be harder to locate, but because of the points made throughout your essay, it should be implicit.
- “D” essay: To receive a “D” you have neglected at least part of the prompt. Because you have skipped through the first stages of the writing process, your ideas and structure lack cohesion. Your essay is likely short or repetitive, evincing lack of development. Grammatically, it is inconsistent. Where applicable, you have neglected to form a satisfactory thesis statement.
- “F” essay: To receive an “F” you have neglected at least part of the prompt. Your essay is likely to appear as pre-writing, lacking clarity, structure and correct use of grammatical forms. It is replete in mechanical and usage errors. The “F” essay will be without focus and, inevitably, without a thesis statement.

## **Classroom Protocol**

**Cell Phones:** I ask that you keep cell phones in your purse or bag. Cell phone usage during class time may lower your participation grade.

**Leaving the Classroom:** You do not need permission to leave the classroom. Please note, however, that prolonged or recurrent absences during class may lower your participation grade.

**Late Work:** Final essays may be handed in after their due dates as a penalty of 10% per day. The same applies to the final writing experience. Unless otherwise clarified with me, drafts will not be accepted after their due dates.

# University Policies

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## 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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). 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/>.

## Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “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 this 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.”
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

## Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **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 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.

## **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. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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 Course Schedule Spring 2015

This is a tentative course schedule and is therefore subject to change. Students will be given adequate notice of any changes via email and/or CANVAS.

Textbook and Schedule Abbreviations: **NS**: The Norton Sampler; **RR**: Reading Response; **RD**: Rough Draft; **FD**: Final Draft

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 1/26	Course Introduction
1	W 1/28	Introduction to MLA formatting and the writing process (ideas for organizing in-class essays)
2	M 2/2	In-class diagnostic essay <b>HW:</b> NS "Football vs. Asian Studies," pg. 364
2	W 2/4	In-class RR Organization: How does Treadway use compare/contrast in his essay? What is his purpose in doing so? Is it effective? <b>HW:</b> NS "How Big-Time Sports Ate College Life," pg. 591
3	M 2/9	In-class RR Establishing credibility: How Pappano employs ethos <b>HW:</b> NS: "College Athletes Should Not Get Paid," pg. 584
3	W 2/11	In-class RR Structuring an argument: analyzing Posnanski's thesis statement and support <b>HW:</b> NS: "Let Stars Get Paid," pg. 578
4	M 2/16	In-class RR Considering both sides of the story: How Rosenberg incorporates counterarguments
4	W 2/18	Review: Thesis Statements, Counterarguments and Support
5	M 2/23	In-class Essay #2
5	W 2/25	Prompt: Out-of-class Essay #1 Brainstorming, Organizing, Prewriting <b>HW:</b> NS: "Our Semi-Literate Youth? Not so Fast," pg. 570
6	M 3/2	In-class RR Ted Talk: Sherry Turkle's "Connected but Alone" Discussion: How is technology shaping education? <b>HW:</b> First Draft: Out-of-class Essay #1
6	W 3/4	<b>DUE:</b> First Draft: Out-of-class Essay #1 In-class close reading: Obama and his free community college initiative <b>HW:</b> NS: "Two Years Are Better Than Four," pg. 534

Week	Date	Topics, Readings, Assignments, Deadlines
7	M 3/9	In-class RR In-class close reading/discussion: The German system of “free” education <b>HW:</b> NS: “Se Habla Español,” pg. 436
7	W 3/11	In-class RR Why SJSU? What factors contributed to your decision to attend SJSU? Did you consider community college? Discussion of advantages and disadvantages of 2 and 4 year colleges
8	M 3/16	Prompt and allocation of Groups for Multimodal Project: What does a 4 year education mean to you?
8	W 3/18	Group Project
9	M 3/23	<b>SPRING RECESS</b>
9	W 3/25	<b>SPRING RECESS</b>
10	M 3/30	Group Project <b>HW:</b> Prepare Group Project
10	W 4/1	<b>Due:</b> Multimodal Presentations Prompt: Out-of-class Essay #2
11	M 4/6	In-class Essay #3 <b>HW:</b> NS: “Writing Paragraphs,” (Introductory and Concluding Paragraphs) pgs. 55-58 First Paragraph: Out-of-class Essay #2
11	W 4/8	In-class RR (likely in the form of a quiz) Examples of concise vs. wordy introductions Workshop first paragraphs <b>HW:</b> Final Paragraph: Out-of-class Essay #2
12	M 4/13	<b>Due:</b> Final Paragraph: Out-of-class Essay #2 <b>HW:</b> Out-of-class Essay #2
12	W 4/15	<b>Due:</b> Out-of-class Essay #2 Introduction: Performative Composition (consider words, including lyrics, that have instigated change) <b>HW:</b> NS: “I Have a Dream,” pg. 634
13	M 4/20	<b>Due:</b> In-class RR Video: MLK Jr. Rhetorical devices and the use of logos, ethos and pathos Prompt: Out-of-class Essay #3
13	W 4/22	In-class close reading: Shylock’s speech from <i>The Merchant of Venice</i> <b>HW:</b> NS: “Ain’t I a Woman?” pg. 627
14	M 4/27	<b>Due:</b> In-class RR Making your appeal: first-person vs. second-person narration? (Overhead examples)

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<b>HW:</b> First paragraph: Out-of-class Essay #3
14	W 4/29	<b>Due:</b> First paragraph: Out-of-class Essay #3 Workshop first paragraphs
15	M 5/4	<b>HW:</b> Out-of-class Essay #3
15	W 5/6	<b>Due:</b> Out-of-class Essay #3 Review Prompt: Portfolio
16	M 5/11	Optional Conference Day
17	W 5/13	Reflective Writing <b>HW:</b> Portfolio
Final Exam	T 5/19	Clark Building 306, 9:15-12:00 <b>Due:</b> Portfolio