

**San José State University**  
**Department of English and Comparative Literature**

**ENGL 100A, Writing Competency through Genres, Section 02, Fall 2016**

**Course and Contact Information**

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|--------------------------|--|
| <b>Instructor:</b>       | Owen Sonntag   |
| <b>Office Location:</b>  | Faculty Offices (FOB) 222  |
| <b>Office Telephone:</b> | 408-924-5114   |
| <b>Email:</b>            | <a href="mailto:Owen.Sonntag@sjsu.edu">Owen.Sonntag@sjsu.edu</a> (use this first!) |
| <b>Office Hours:</b>     | Mondays, 5:45 – 6:45 PM; Wednesdays, 3:00 – 4:00 PM; and by appointment            |
| <b>Class Days/Time:</b>  | Mondays/Wednesdays, 12:00 – 1:15 PM  |
| <b>Classroom:</b>        | Sweeney Hall 238   |
| <b>Prerequisites:</b>    | <b>Passed ENGL 1B or equivalent; taken WST at least twice without passing.</b>     |
| <b>Canvas:</b>           | <a href="http://sjsu.instructure.com">http://sjsu.instructure.com</a>              |

**Course Description**

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

**Course Goals**

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or non-fiction.

This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

### Course Learning Outcomes

By the end of the course, students will be able to:

- a. Use correct and situationally appropriate sentence structure and grammar;
- b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
- c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
- d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
- e. Critically read, interpret, and synthesize multiple texts;
- f. Write well organized, well developed essays with a clear thesis;
- g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
- h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

### Required Textbooks and Materials

- **Common Text:** Lam, Andrew. *East Eats West: Writing in Two Hemispheres*. (2010). Heyday. ISBN: 9781597141383 (info: <https://heydaybooks.com/book/east-eats-west-writing-in-two/>). You will need a **print** copy of this book that you can bring to class.
- **Course Reader:** *Rhetoric and Composition*. Knapp, Stacey. 2014. Please order both print **and** digital (buy print version: digital included). We will use the print version in the classroom; the digital version includes links to additional resources, and it will be helpful to you when working on your own.
  - Please order both here: <http://www.magcloud.com/browse/issue/680464>. You will need to set up an account with MagCloud, which takes less than five minutes. Once you have an account, MagCloud stores the Study Guide in your Digital Library, which provides you with 24-7 access via any computer and/or mobile device. **Order Now:** the print copy takes 10 days to deliver.
- **Grammar text:** *A Commonsense Guide to Grammar and Usage* (Seventh Edition). Beason, Larry and Mark Lester. New York: Bedford/St. Martin's, 2015. ISBN: 9781457668098.
  - While I strongly recommend the print version (either purchased or rented), so you can work from it on your own and also bring it to class, I recognize that cost is always an issue. You can **rent** a **digital** version through our bookstore or through VitalSource.com via the following link: <https://www.vitalsource.com/products/a-commonsense-guide-to-grammar-and-usage-beason-larry-v9781457695926> (you would need to set up a VitalSource account, unless you already have one).
- Web/Internet access will be necessary.

### Suggested Materials

- A college-level English dictionary: I recommend *Merriam-Webster's Collegiate Dictionary, Eleventh Edition* (info: <http://www.merriam-webster.com/cgi-bin/book.pl?c11.htm>), but any English dictionary should be helpful. You will have the option to use a print (paper) **English** dictionary during in-class essays (including your final exam).
- *The Art of Revision*. Knapp, Stacey. 2014.

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- Download here: <http://www.magcloud.com/browse/issue/688275> (digital will be sufficient, if you choose to purchase this short guide to revision; this is an additional resource you might find helpful, as we will be focusing heavily on revision.)

### **Tutoring and Other Resources**

- Writing Center: 1st floor, Clark Hall, <http://www.sjsu.edu/writing-center>
- Peer Connections locations: <http://peerconnections.sjsu.edu/>
  - 1st floor, Clark Hall
  - Student Services Center 600
  - Living Learning Center, Campus B village, 1<sup>st</sup> Floor
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

### **Online Resources**

• **Canvas:** We will be using Canvas throughout the course. **Login URL:** <http://sjsu.instructure.com>  
Please note that it should NOT have the “www” at the start of the URL like many other websites. It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account

• **Turnitin.com:** We will be using Turnitin.com for the main writing assignments. The Turnitin software is already embedded within Canvas, so you do not need an additional password to access Turnitin.com.

### **Library Liaison**

Toby Matoush

Phone: (408) 808-2096

Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

### **Course Requirements and Assignments**

This is a portfolio-based writing class. **Your final grade for the course will be based solely on scores given to your portfolio and your final exam.**

#### **Eligibility points:**

During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14th week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you

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receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

### ***Final grade:***

In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade. (See grading rubric and grading scale included in this syllabus). To receive a C or higher for this course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

### ***Description of Assignments (See Table Below)***

| <b><i>Assignment</i></b>                                | <b><i>Description</i></b>   | <b><i>Word count</i></b> | <b><i>Assessment</i></b>        |
|---|---|--------------------------|---------------------------------|
| <b><i>Rhetorical Analysis</i></b>                       | For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.   | 1500                     | <b><i>Maximum 25 points</i></b> |
| <b><i>Discipline Investigation</i></b>                  | In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA). | 1500                     | <b><i>Maximum 25 points</i></b> |
| <b><i>Five Critical Reading Reflection Journals</i></b> | Throughout the semester, you will read sections of a full length work of fiction or non-fiction ( <i>East Eats West</i> ) and respond to what you read in a series of reflective journals. Three of these will be timed essays written in class. At the end of the semester, you will place all of these journals in your final portfolio.      | 2000                     | <b><i>Maximum 25 points</i></b> |
| <b><i>Cover Letter</i></b>                              | This is a one-paragraph letter to readers of your portfolio in which you explain which of the two above assignments is your best work and why.  | 200 – 300                | <b><i>Maximum 5 points</i></b>  |

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|--|--|---------------------------------------|---|
| <b><i>Homework, quizzes, &amp; participation</i></b> | Your instructor will decide how to assign these points to your class work and participation.   |                                       | <b><i>Maximum 20 points</i></b>   |
| <b><i>Eligibility</i></b>                            | By the end of the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.  |                                       | <b><i>Maximum 100 points;<br/>minimum 70 points</i></b>                                       |
| <b><i>Final Portfolio</i></b>                        | The portfolio must include the following: <ul style="list-style-type: none"> <li>• The Portfolio Checklist initialed and signed by both student and instructor;</li> <li>• A clean, final draft of the cover letter – 200-300 words</li> <li>• A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above);</li> <li>• First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor;</li> <li>• Five CRR journals, including two in-class, handwritten journals;</li> <li>• The assignment sheets for all assignments;</li> </ul> | 3200 words of final, polished writing | <b><i>Scored according to the scoring rubric by two readers. Worth 70% of your grade.</i></b> |
| <b><i>Final Exam</i></b>                             | An in-class, timed essay, common across all sections of 100A.  | 500 words                             | <b><i>Scored according to the scoring rubric by two readers. Worth 30% of your grade.</i></b> |

After the portfolio and final exam are scored, the instructor may choose to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, **the student must be in good standing in the course and have excellent, consistent participation in all classroom activities.** Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

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### ***The Major Assignments: Rhetorical Analysis and Discipline Investigation***

**First Drafts:** First drafts are critical to the writing process. Points are deducted from your final papers for not participating in first drafts. These drafts are subject to mandatory peer reviews in class. You are to bring two copies of your draft to class, and you should have completed roughly four pages. One copy goes to each of your peer reviewers, to expedite the review process. You must also upload a copy of your first draft to Canvas by 11:59 PM (midnight) on the due date, for me to briefly review and so you can review your Turnitin.com report (and work to resolve any issues with plagiarism or inappropriate use of outside sources).

**Second Drafts:** Second drafts must be turned in on Canvas by 11:59 PM (midnight) on the indicated dates. We will spend two class meetings just working on revision of each of your second drafts. When we meet in class during those draft-review class meetings, you will bring a copy of your second draft and make brief notes on it to help guide you as you revise it into final form. Points are deducted from your final draft of an essay if you are late submitting your second draft on Canvas (or do not submit it at all) and/or if you fail to bring a copy of your draft to class and do not fully participate in the peer review process and group work sessions. You are also responsible for reviewing your Turnitin.com report of your second drafts, so you can fix any problems with quoting/citing your sources (and any potential plagiarism, period) when completing your final in-semester drafts of each essay.

**Conferences:** In-person conferences allow me to meet with you one-on-one—so we can discuss how you are doing with the major assignments, and so I can give you personal feedback on your writing. You are welcome to show up during my regular office hours to discuss or work on either of those things, or to discuss anything else related to the course. If you wish to make an appointment for another time, please contact me at least a week in advance (you can simply ask before or after class, too). Under some circumstances, students might be asked to conference with me as a condition of continuing in the course or being permitted to submit (or resubmit) a particular assignment.

**Final In-Semester Drafts:** Final in-semester drafts of each essay are due in class on the day that is indicated on the syllabus. You will submit one hard copy to me on this day, and you will also upload an electronic copy to Canvas by 11:59 PM (midnight) that same day. All final drafts will adhere to the format prescribed in the assignment sheets; citations will be in MLA, APA, or another academic format that is appropriate for your major. You are responsible for checking your Turnitin.com report for any issues with your final in-semester drafts, too, so you can fix any problems with quoting/citing outside sources when completing your final revisions of each essay to create the final, polished drafts that you will include in your portfolio.

**YOU MUST KEEP ALL COPIES OF YOUR DRAFTS. YOU WILL NEED THEM TO CONSTRUCT YOUR FINAL PORTFOLIO. KEEP EVERYTHING YOU DO IN THIS CLASS, THROUGHOUT THE SEMESTER—ESSAY PROMPTS, DRAFTS OF THE MAJOR ASSIGNMENTS, CRR JOURNALS, ETC.—AND HAVE AN ORGANIZED SPACE TO KEEP YOUR WORK IN.**

### ***CRITICAL READING REFLECTION (CRR) JOURNALS***

Throughout the semester, you will write a series of short essays based on—or responding to—the book we are reading and discussing together in this class: Andrew Lam’s *East Eats West: Writing in Two Hemispheres*. You will write 3 in-class essays and 2 take-home essays. You will need to **keep copies of all the essays you write** (just the final drafts with your scores and my comments) **and the essay prompts: these will be part of your final portfolio** that you will submit at the end of the semester.

For the in-class essays, you will need to bring “green books” (paper examination booklets) each time; you are welcome to re-use the same “green book” for multiple in-class essays, if you have enough room (tip: buy a full-sized one, and you will likely be able to use it more than once—maybe for all 3 essays). For the take-home essays, you will need to submit a typed (printed) copy of your final draft in class and also upload a copy to Canvas by 11:59 PM (midnight) on the due date.

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**CLASS PARTICIPATION**

Up to 10 points can be earned through general participation; the other 10 can be earned through participating in specific activities (like group quizzes or specific peer review activities) and completing small assignments (like grammar homework).

*Grading Rubric to be used in evaluating both the portfolio assignments and the final exam.*

**THE WRITING:**

|          |   |
|----------|---|
| <b>4</b> | <ul style="list-style-type: none"> <li>• meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions.</li> <li>• is well-organized and thoroughly developed.</li> <li>• shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc.</li> <li>• intelligently addresses the assignment.</li> </ul>                   |
| <b>3</b> | <ul style="list-style-type: none"> <li>• meets most of the rhetorical expectations of the assignment, including purpose, format, etc.</li> <li>• is somewhat organized but may require more development.</li> <li>• contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader’s understanding.</li> <li>• may address some parts of the assignment better than others.</li> </ul> |
| <b>2</b> | <ul style="list-style-type: none"> <li>• meets few rhetorical expectations of the assignment.</li> <li>• shows weak development and cohesion and/or inappropriate rhetorical choices.</li> <li>• shows an accumulation of grammar and syntactical errors that interfere with readers’ understanding.</li> <li>• omits or misunderstands major parts of the assignment.</li> </ul>   |
| <b>1</b> | <ul style="list-style-type: none"> <li>• fails to meet the rhetorical expectations of assignment.</li> <li>• fails to organize and develop ideas.</li> <li>• contains grammar and syntactical errors that seriously interfere with readers’ understanding.</li> <li>• fails to address the assignment.</li> </ul>   |

**Guide to the four categories**

- Rhetorical expectations, including purpose, format, tone, etc.
- Development and organization
- Grammar and syntax
- Addressing the assignment or topic

**Letter grade to percentage scale**

A+ 98-100  
 A 94-97  
 A- 90-93



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|    |       |   |
|----|-------|---|
| B+ | 86-89 |   |
| B  | 82-85 |   |
| B- | 78-81 |   |
| C+ | 73-77 |   |
| C  | 70-73 | Serves as alternative satisfaction of the WST |

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|    |   |  |
|----|---|--|
| C- | 66-69                                     | Does not serve as alternative satisfaction of the WST<br>↓ |
| D+ | 62-65                                     |  |
| D  | 58-61                                     |  |
| D- | 54 or lower                               |  |
| F  | Not eligible for portfolio and final exam |  |

### CLASS RULES AND PARTICIPATION

- This course is intensive and difficult. Please note the following rules, policies, and procedures.
- Show up on time and be here not just physically, but mentally. Students who make a habit of being late might be asked to leave the classroom. Tardiness is disrespectful to other students in class.
- Look ahead on your syllabus the day before every class meeting to double-check that you have done all readings and homework, and that you will be bringing the correct materials to class for the next day (for example, books and rough drafts of assignments).
- Because of this course's fast pace, I will not generally accept (or be able to accept) late homework or assignments. When I do accept them, it will be with a significant late penalty—unless you have notified me in advance and requested an extension for a valid reason (see below for examples of valid reasons; remember, your classmates also have various school, work, and personal obligations).
- If you miss a class, you may **not** make up homework, in-class essays, or receive an extension on an assignment that is due that day **unless** you have documentation of your absence from an appropriate source. Examples: doctor's note; jury duty letter; accident report.
- **Library, tutoring, and mentoring services on campus are free and helpful. Be sure to take advantage of these resources, as well as the Internet.**
- Exchange email addresses with at least one other student in your class. Form a "help" network if you miss class, so you do not fall behind.
- Often, students mistake both professors and tutors as **editors**. We will not edit your papers. You can expect me to mark the first page or two of your essay drafts, so that you can see your **patterns of error**. It is up to you to notice these errors in subsequent pages of your draft. Expect tutors at the Writing Center and Peer Connections to help you learn these rules, but do not expect them to mark every error you make. It is your responsibility to learn from your mistakes, to practice, and to start noticing what choices to make when writing.
- I will typically respond to your emails within 24 hours. Last minute emails, like emails sent late at night right before an assignment is due, will not typically receive a response.
- All in all, **be proactive** about your learning, **look ahead** at upcoming tasks in your classes, **use a scheduler**, **be on time**, and **be respectful** to your fellow classmates. You will find this to be a rewarding class, one in which you grow as a writer and thinker: by the end of the semester, you should feel comfortable tackling any future school or work assignment.

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### Course Schedule

This schedule is subject to change with reasonable notice, and further assignments may be added as needed. Homework and readings are due on the dates shown in the schedule. *EEW* = *East Eats West*. *CR* = Course Reader (*Rhetoric and Composition*). *CG* = *A Commonsense Guide to Grammar and Usage*. *HW* = Homework. *CRR* = Critical Reading Reflection. Bring books to class on days that readings are due, as indicated on the schedule. I do not always give reminders about when homework is due. It is your responsibility to look ahead at your schedule and plan accordingly.

| Week                     | Monday   | Wednesday   |
|--------------------------|--|---|
| Week 1<br>8/24           |  | Course introduction; intro to Canvas<br>Introduction to key concepts: discourse communities, genres, and rhetorical analysis<br>Bring <i>CR</i> to class: Read p. 1-4   |
| Week 2<br>8/29 –<br>8/31 | <b>Introduction to Rhetorical Analysis (RA) assignment</b><br>Bring <i>EEW</i> to class: Read Introduction and Ch. 1 “Ode to the Bay” (p. 1-11)<br>Bring <i>CR</i> to class: Read p. 9-12<br>Read: <i>CG</i> p. 267-277 (Intro; Lesson 30)<br>Discussion on finding an academic article<br><b>HW assigned:</b> Locate article for RA; Start looking for person to interview for DI | <b>In-class Essay: CRR Journal 1</b><br><b>Bring a large blue or green testing booklet (“green book”), blue or black ink pens, and dictionary (optional).</b><br>You will be far more prepared to write this essay if you have read and considered the introduction and opening chapter of <i>EEW</i> |
| Week 3<br>9/5 – 9/7      | <b>Labor Day</b> —Campus closed<br>*** <b>NO CLASS MEETING</b> ***   | Read: <i>CG</i> p. 3-25 (Grammar without Tears)<br><b>HW due:</b> Bring possible documents to analyze for the RA<br>Discussion: Sample RA papers  |
| Week 4<br>9/12- 9/14     | Bring <i>CR</i> to class: Read pp. 5-7<br><b>HW due:</b> Complete “Activity Three”, <i>CR</i> p.8, and bring to class<br>Read: <i>CG</i> p. 278-289 (Lesson 31: Planning) and <i>CG</i> p. 26-45 (Grammar Considerations for ESL Writers)<br><b>Grammar HW 1</b> assigned based on your CRR Journal 1 in-class essay   | <b>Due: First draft of Rhetorical Analysis (RA) for peer and instructor review. Bring TWO hard copies to class and upload a copy to Canvas by 11:59 PM (midnight); at least 4 pages must be completed</b><br>Read: <i>CG</i> p. 290-299 (Lesson 32: Drafting)   |
| Week 5<br>9/19– 9/21     | <b>CRR Journal 2 assigned (take-home essay)</b><br>Bring <i>CR</i> to class: Read p. 14  | Read: <i>EEW</i> pp. 13-50; Bring <i>EEW</i> to class<br><b>Group Quiz 1</b>  |
| Week 6<br>9/26 –<br>9/28 | <b>Due: CRR Journal 2 (hard copy due in class; due on Canvas by 11:59 PM)</b><br><b>HW due: Grammar HW 1</b><br>Read: <i>CG</i> p. 300-307 (Lesson 33: Revising)<br>Discuss revision (turning first draft of RA into second draft, based on peer feedback)   | <b>Due: Second Draft of Rhetorical Analysis (RA) due in class (bring hard copy of essay and the article you’re analyzing) for Peer Review Activities and Group Work; also due on Canvas by 11:59 PM (midnight) 9/28</b>   |
| Week 7<br>10/3 –<br>10/5 | <b>Due: Working draft of RA assignment (second draft, with revisions) and copy of article you’re analyzing</b><br><b>Continue Peer Review and Group Work</b>   | <b>Introduction to Discipline Investigation (DI)</b><br>Bring <i>CR</i> to class: Read p. 13<br>Professional discourse communities; interviewing<br>Bring <i>EEW</i> to class: Read pp. 51-76<br>Discussion: <i>EEW</i> ; Taking in-class essay exams   |

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| Week                        | Monday   | Wednesday  |
|-----------------------------|--|--|
| Week 8<br>10/10-<br>10/12   | <b>In-class essay, CRR Journal 3</b><br>Bring a large blue or green testing booklet (“green book”) and dictionary. Essay will be in response to <i>EEW</i> pp. 51-76: you must have read those pages by this class meeting to succeed in writing the essay.  | <b>Due: Final In-Semester draft of RA. Bring hard copy to class; upload electronic copy to Canvas by 11:59 PM (midnight) on 10/12</b><br><b>HW Due:</b> Make contact with person you will interview for DI and schedule interview<br>Read: <i>CG</i> p. 245-266 (Unit 9)<br>Discussion: Using SJSU library and other acceptable academic sources for the DI; Quote Sandwich techniques |
| Week 9<br>10/17 –<br>10/19  | Read: <i>EEW</i> pp. 77-106<br><b>Group Quiz 2</b><br><b>CRR Journal 4 (take-home essay) assigned</b>  | Discussion: Sample DI paper<br>DI draft workshop activities: Bring question list and notes from interview; bring info on at least two articles you will use in your essay<br>TEA discussion (effective paragraphs)   |
| Week 10<br>10/24 -<br>10/26 | <b>Due: First draft of Discipline Investigation (DI). Bring TWO hard copies to class for peer review; upload electronic copy to Canvas by 11:59 PM (midnight). At least 4 pages must be completed.</b>   | <b>Due: CRR Journal 4 (hard copy due in class; due on Canvas by 11:59 PM)</b><br>Read: <i>EEW</i> pp. 107-138<br>Read: <i>CG</i> p. 66-81 (Unit 2: Subject-Verb Agreement) and <i>CG</i> p. 101-121 (Unit 4: Pronouns)<br>Review <i>CG</i> p. 300-307 (Lesson 33: Revising)  |
| Week 11<br>10/31 –<br>11/2  | <b>Due: Second Draft of Discipline Investigation (DI) due in class (bring hard copy, interview questions and notes, info on research) for Peer Review Activities and Group Work; also due on Canvas by 11:59 PM (midnight)</b>   | <b>Due: Working draft of DI assignment (second draft, with revisions), interview notes, copy of interview questions, and info on research. Continue Peer Review and Group Work.</b><br><b>Due: Grammar HW 2</b> (assigned based on CRR Journal 3 in-class essay)   |
| Week 12<br>11/7 –<br>11/9   | Read: <i>EEW</i> pp. 139-169<br>Discussion of <i>EEW</i><br>Begin discussing Final Exam  | <b>Due: Final In-Semester draft of Discipline Investigation (DI) Assignment. Bring hard copy to class and upload electronic copy to Canvas by 11:59 PM (midnight).</b> Read: <i>CG</i> p. 47-65 (Lessons 1 & 2) and <i>CG</i> p. 85-100 (Unit 3: Verb Tenses)  |
| Week 13<br>11/14 –<br>11/16 | <b>In-class essay, CRR Journal 5</b><br>Bring a large, blue or green testing booklet and dictionary. Essay will be in response to <i>EEW</i> pp. 107-169 (be sure to read all of it!)  | <b>Cover Letter Assigned.</b><br>Bring <i>CR</i> to class; read pp. 15-16<br>Discussion: The rhetoric behind cover letters and resumes;<br>Final Exam Prep and Portfolio preparation   |
| Week 14<br>11/21 –<br>11/23 | <b>Due: First draft of Cover Letter; bring hard copy to class for peer and instructor review</b><br><b>1-Students notified if they are not eligible for the portfolio and final exam.</b><br><b>2-Portfolio preparation workshop for eligible students</b><br><b>3-Final exam prep (including discussion of CRR Journal 5, in-class essay)</b> | <b>Non-instructional holiday:</b><br>Thanksgiving Break Begins<br><b>*** NO CLASS MEETING ***</b><br>(Use this extra time to revise your RA and DI essays for the final drafts you’ll include in your portfolio; try some final exam practice using sample prompts)  |

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| Week                        | Monday   | Wednesday   |
|-----------------------------|--|---|
| Week 15<br>11/28 –<br>11/30 | <b>PORTFOLIO SUBMISSION DEADLINE: YOU MUST SUBMIT YOUR COMPLETE PORTFOLIO IN CLASS ON 11/28.</b><br>Bring completed <b>affidavit form</b> for instructor to sign and date, after reviewing contents of your portfolio, when accepting your work for final grading. | <b>FINAL EXAM: In-Class Essay completed in class on 11/30, in our normal classroom, during the normal class period. Bring YELLOW exam booklet (important—there’s a difference), pens (no pencil), and paper English dictionary (optional)</b> |
| Week 16<br>12/5 - 12/7      | No more 100A (whole) class Meetings after 11/30! (Take the week off: you’ve earned it!)  |   |
| Week 17                     | <b>RESULTS CONFERENCES: PORTFOLIOS RETURNED TO STUDENTS</b><br>Conferences TBD: Tentatively, Tuesday, December 13 (study/conference day: no more class meetings; no final exams)   |   |

### ***Dropping the course***

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current [academic calendar web page](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) 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. If you pass the WST after the drop deadline, you **will not** be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### ***Reminder about Grading***

100A is graded A-F. CR/NCR is not an option in this course because a “credit” in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

### ***Incompletes***

No incompletes will be given for 100A.

### ***University Policies***

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Please visit this website for full information on current university policies that pertain to this course and to the university community generally.

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## University Policies Particularly Relevant to 100A Students

### *Statement Regarding Plagiarism:*

The LLD and English Departments would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:

- At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.
- Plagiarism at SJSU includes but is not limited to:
  - The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
  - Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own.

Should a student plagiarize in any ENGL or LLD 100A course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

### *How to avoid plagiarism.*

It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies.

[www.sjlibrary.org/services/literacy/info\\_comp/plagiarism.htm](http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm)

Academic integrity statement (from Office of Judicial Affairs): Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at

<http://www2.sjsu.edu/senate/S04-12.pdf>

Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

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***Campus policy in compliance with the Americans with Disabilities Act***

If you need course adaptations or accommodations because of a disability, or if you need 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 Accessible Education Center <http://www.sjsu.edu/aec/> to establish a record of their disability. AEC's phone number is 924-6000.

Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<http://www2.sjsu.edu/senate/s90-5.htm>).

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by both instructors. (<http://www2.sjsu.edu/senate/S04-12.pdf> and academic dishonesty [http://sa.sjsu.edu/download/judicial/Academic\\_Dishonesty\\_Policy.pdf](http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf)).

***Credit hours***

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per 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, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

***Evacuation plan for the classroom***

See posted information in classroom. If you are unclear on this, please ask me. In the event of an emergency, please follow the posted evacuation plan; please also direct your attention to me, as your instructor, for any further information or instructions available.

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