

ENGLISH 1A

COMPOSITION

PREREQUISITES: *Reflection on College Writing*

REQUIRED

TEXTBOOKS/

MATERIALS:

Core reading material will be e-mailed to you. You are responsible for printing the material before coming to class.

COURSE

CONTENT:

Within this course, you will sharpen your understanding of good writing techniques and improve your writing ability by studying and practicing various patterns of development used in expository and analytical writing. Your ultimate aim will be to recognize and to intentionally use techniques of exposition that will do the best job at expressing your subject-positions and supporting them with an organized argumentation.

APPROACH:

In traditional and electronic classroom environments, you will practice the fundamentals of paragraph writing, responding to readings and other media such as painting and film, in order to learn the characteristics of critical thinking and writing. Then, you will practice structuring several paragraphs into an organized unit—an essay. You will be asked to compose four essays and three timed essays. There will also be multiple in-class training essays and creative writing sessions. At the end of the term, you should be able to *read, analyze, understand, and write about selections of college level prose* in a clear, coherent, unified manner.

PUBLICATION:

One side project of this class is working towards publication. A portion of this class is dedicated to offering you a space to express your creativity through writing. We will have many free-writing exercises and creative writing prompts—challenges that will push you to express yourself in a fun, wild, spontaneous and, hopefully, artistic manner. By the end of the semester, you will be required to pick the best pieces that you produced, polish them up and submit them to independent magazines.

ePORTFOLIO:

To complete departmental requirements for this course, you will have to produce an ePortfolio and upload it on Canvas by the end of the term. Your ePortfolio will be a compilation of your works including: a critical essay, a major essay written for the class, an annotated index, and a reflection essay.

ATTENDANCE:

The lectures, discussions, and exercises during class meetings provide you with valuable insights and guidelines for your papers. Furthermore, since a big part of your writing assignments will take part "in class," it is imperative that your attendance is prompt and consistent in order to complete this course successfully. If you must miss a class, contact a colleague and find out what you missed (notes and assignments). *Don't assume an absence excuses you from doing an assignment or gives you the privilege of submitting it late to me.*

DROPPING CLASSES: At SJSU, students—not instructors—are responsible for dropping their classes, even if they assume an instructor will disqualify them due to excessive absences. In short, assume nothing; instructors can no longer back date withdrawals which means if you neglected to make sure you were dropped from a class, instructors must issue you a letter grade—No exceptions. For more information, consult your college catalogue.

Professor Olivier Bochetti
TuTh, 12-1:15p
e-mail: olivier.bochetti@sjsu.edu

Classroom: SH239
Office: FOB223
Office Hours: Tuesdays, 11-12p

EVALUATIONS: Successful completion of English 1A is based upon student performance on exercises, quizzes, paragraphs and essays. Grades will be determined according to the grading criteria on page 3.

GRADES:	Overall, your course grade will be computed as follows:
Essays	70%
Participation & Attendance:	10%
Final	20%

CONFERENCES & OFFICE HOURS: I will assign periodic student conferences in this class; please come to them prepared (bring your work folder). Outside of arranged conferences, my regular office hour will be held on Tuesdays from 11 to 12. I'm also available by appointment. Please drop by.

MESSAGES: Contact me by e-mail at olivier.bochetti@sjsu.edu.

EQUAL ACCESS TO CLASSES & LEARNING ACCOMMODATIONS: Equal access to education means equal opportunity to learn. Under section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990, students with verified disabilities—or who are otherwise qualified—have a right to equal access and appropriate accommodations. If you are a DSP student or have a learning disability, please let me know me within the first week or so of class.

WITHDRAWALS: To receive a "W" (withdrawal with no penalty) in the class, you must be making satisfactory progress in class, you must inform me of your intention, and you must withdraw on or before the date designated by the registrar.

ACADEMIC HONESTY AND PLAGIARISM

Please acquaint yourselves with the college's policy on plagiarism and academic honesty. The act of presenting someone's work as your own will not only guarantee you an "F" on an assignment, but may also be grounds for your dismissal from class.

At SJSU, dishonesty (such as cheating) is defined as the act of obtaining or attempting to obtain credit for academic work through fraudulent or deceptive means. Academic dishonesty and/or cheating includes, but is not limited to:

- *copying, in part or in whole, from another's test or other evaluation instrument;*
- *submitting work previously presented in another course;*
- *using or consulting during an examination, sources or material not authorized by the instructor;*
- *altering or interfering with grading or grading instructions;*
- *sitting in for an examination by another student or for another student;*
- *allowing anyone else to see your paper during an exam, test, or quiz*
- *plagiarizing, copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.*

GRADING CRITERIA

6 (A) OUTSTANDING. The “6” essay will fulfill all parts of the assignments. Though it may have minor flaws, it will be distinguished by lucid, orderly thinking and may introduce an original interpretation of the writing problem. It will:

- Show superior stylistic control of language
- Support a thesis with specific, convincing evidence going beyond the personal narrative to analysis
- Demonstrate a clear sense of essay form, paragraphing, and sentence complexity and variety
- Be virtually free of errors in sentence structure, grammar, and mechanics

5 (B) IMPRESSIVE. A “5” essay, in general, will demonstrate clear overall competence in the same categories as the “6” essay. It will:

- Display less facility of expression than the “6” paper
- Display intellectual content, thesis support, and vocabulary superior to that of the “4” essay
- Demonstrate a strong sense of essay form, paragraphing, and sentence variety
- Perhaps contain some minor grammatical or mechanical flaws

4 (C) ADEQUATE. The “4” essay will adequately complete all tasks set by the assignment. It will:

- Demonstrate support of a thesis, but lack the specificity and development of the “5” paper
- Demonstrate a basic knowledge of sentence structure, but lack the variety of the “5” paper
- Display some mechanical errors that will not distract or confuse the reader

3 (D+) INADEQUATE. The “3” paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics. It will probably:

- Reveal a minor misreading of the topic or neglect one of the assigned tasks
- Respond to the topic in a superficial or simplistic way
- Contain sentences showing no syntactic complexity or variety
- Display an accumulation of errors in diction, logic, sentence construction, coherence, organization, or basic mechanics but these errors will be minor and will not distract or confuse the reader

2 (D-) POOR. The “2” paper, though it addresses the topic, may fail to come to terms with the assignment; it may also reveal a combination of the following weaknesses:

- Misreading of the assignment
- Illogical reasoning, little or no development, problems in organization and focus
- Fundamental errors in sentence construction, grammar, and mechanics serious enough to distract and confuse the reader

1 (F) UNACCEPTABLE. The “1” paper is clearly incompetent on the mechanical, syntactical, or rhetorical level. It may:

- Reveal intellectual confusion or the writer’s inability to comprehend the question
- Be unfocused, illogical, incoherent, or undeveloped
- Be badly marred by serious and persistent writing errors

English 1A Course Learning Outcomes/Objectives

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

1. read actively and rhetorically.
2. 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. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
5. use college-level language with clarity and grammatical proficiency.

SYMBOLS FOR COMMON ERRORS

Sp	Misspelling--check your dictionary.
[]	Material within brackets should be cut.
C.S.	Comma splice: a comma used where a period or a semi colon should be.
R.O.	Run on sentences: a lack of punctuation, subordination or coordination between two complete thoughts.
Frag	Sentence Fragment: do not punctuate as a separate sentence.
Coh	Your paragraph lacks coherence: revise for clarity.
Awk	Awkward: revise.
Ref	Bad reference: it doesn't match or have an antecedent.
Trans	Transition: use to indicate a clear relationship between ideas.
^	Omission: add a word or group of words.
Muddled	Mixed construction--unclear point. Rewrite sentence.
Ambig	Ambiguous: clarify.
Agr	Faulty subject/verb agreement.
?	Not clear or not readable.
Tense	Your verbs have slipped in mood, voice, or tense.
Usage	Not standard: check your levels.
Diction	Check for awkward, inaccurate, inappropriate wording.
Wordy	Wordiness: condense.
Parallelism	Faulty parallel structure. Put similar items into the same grammatical category.
Pass	Weak passive voice: activate.
Apos	Apostrophe: check for omission or misuse

ENGLISH 1A—KEY DATES TO NOTE: FALL 2017

SJSU ACADEMIC YEAR CALENDAR 2017/18*

FALL 2017

Tuesday	July 4	Independence Day - Campus Closed (I)
Monday	August 21	Academic Year Begins – Fall Semester Begins
Monday-Tuesday	August 21-22	Pre-Instruction Activities: Faculty Orientation, Advisement, Faculty Meetings and Conferences (P)
Wednesday	August 23	First Day of Instruction – Classes Begin
Monday	September 4	Labor Day - Campus Closed (L)
Wednesday	September 6	Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)
Wednesday	September 13	Last Day to Add Courses & Register Late (A)
Thursday	September 21	Enrollment Census Date (CD)
Friday	November 10	Veteran's Day (Observed) - Campus Closed (V)
Wednesday	November 22	Non-Instructional Day – Campus Open (NI)
Thursday	November 23	Thanksgiving Holiday - Campus Closed (T)
Friday	November 24	Rescheduled Holiday - Campus Closed (RH)
Monday	December 11	Last Day of Instruction - Last Day of Classes
Tuesday	December 12	Study/Conference Day (no classes or exams) (SC)
Wednesday - Friday	December 13-15	Final Examinations (exams)
Monday - Tuesday	December 18-19	Final Examinations (exams)
Wednesday	December 20	Final Examinations Make-Up Day (MU)
Thursday	December 21	Grade Evaluation Day (E)
Friday	December 22	Grades Due From Faculty - End of Fall Semester (G)
	December 25 -	WINTER RECESS
	January 22	
Monday	December 25	Christmas Holiday - Campus Closed (CH)