

San Jose State University
English 1A – Composition
Spring 2017
Section 07

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Office Hours:	MW 10:45 – 11:45
Class Day/Time:	MW 3:00 – 4:15
Classroom:	BBC 123

Course Description: English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Prerequisites: Passage of the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

ENGL 1A Learning Outcomes (CLO)

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

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

grade of C or better signifies that the student is a capable college-level writer and reader of English.

Course Content

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. English 1A classes require at least three out-of-class essays. How the 8000-word minimum will be met and distributed is indicated on this syllabus.

Students shall receive frequent evaluation of their writing from the instructor. In evaluating student writing, I will comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

Reading: Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences.

Research: English 1A may initiate students in the use of the library, but library research is not a required element of the course.

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.

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.

Mandated Writing Center statement: “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: 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.”

Course Materials:

- Ballenger, Bruce. *The Curious Writer (Concise Edition)*. 4th Edition. Longman.
- Cohen, Samuel. *50 Essays: A Portable Anthology*. 4th Edition. Bedford.
- Lunsford, Andrea A. *The Everyday Writer*. 5th Edition. Bedford.
(Recommended.)
- A dictionary
- Two large green books for in-class essays
- One yellow exam booklet for the final exam

Final Exam: Your final exam shall count 15 percent toward the course grade. Students must take the final exam in order to pass this course. **Final Exam Date: Wednesday, May 24th, 12:15 p.m.**

GE Learning Objectives (G.E. Area A2):

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

Grading: A-F. This class must be passed with a C or higher to move on to CORE GE Area A2 and to satisfy the prerequisite for English 1B (C- is not acceptable for 1B). A passing grade in the course signifies that the student is a capable college-level writer and reader of English. **This course must be passed with a C or better as a CSU graduation requirement.**

More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

University Policies: Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”**

You may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

ENGL 1A Course Requirements and Assignments: SJSU classes are designed such that in order to be successful, you are expected to 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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Turnitin.com: Students are required to submit all papers completed outside of class to www.turnitin.com no later than 24 hours after each paper is due. Any paper not submitted by this time will receive late credit or no credit, depending on the situation.

Grading Distribution:

		GELO	CLO
Diagnostic essay (600 words)	Not graded		
1 In-Class essay (600 words)	7.5%	2-5	1, 2, 4, 6-9
Rough Draft of Personal Essay	5%	2-5	1-4, 6-9
Rough Drafts of Argumentative Paper	10%	1-5	1-9
Rough Draft of Definition Essay	5%	2-5	1-4, 6-9
3 Take-Home Essays (Variable word count)	30% total, 10% each	2-5	1-9
Participation/Reading Response	20%	1, 4	1, 2, 4
Portfolio Reflective Essay	7.5%	1-5	1-9
Final Exam	15%	1-5	1, 2, 4, 6-9

All take-home essays must be submitted in hard copy. No email submissions will be accepted. In-class essays will be completed in green books using a pen (no pencils). Final exam will be completed in yellow exam booklets. Participation will be graded based on contribution to class discussion, activities, and workshops, as well as written in-class assignments. Reading responses are well-thought out responses to the weekly readings assigned in your course schedule. There will be no extra credit available in this course.

Late Policy: Students are expected to submit all assignments on the date and time designated in the syllabus. Any essay turned in after class on its due date will receive an automatic reduction of one full grade (10%). Essays turned in after the week of instruction will not be accepted. Each student will be allowed to make up **one** in-class essay per semester. Other work done during class periods may not be made up.

Electronic Devices: All electronic devices must be put away (and phones set on silent) during class (unless I plan to have you use an electronic device for an in-class assignment, in which case I would notify you). Exceptions will be made only with clearance from the Accessible Education Center.

English 1A Composition
Spring 2017 – Course Schedule

Note: This is a tentative schedule. Any changes will be notified in advance.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon, 1/30	Introduction
	Wed, 2/1	In-class Diagnostic Exam. (500 words)
2	Mon, 2/6	Cohen: Introduction: p. 1-10. “Superman and Me.” – Sherman Alexie, p. 15. CW: Chapter 1, p. 3 -37.
	Wed, 2/8	CW: Chapter 2, p. 39-50. “Against School.” -- John Gatto CW: Chapter 3, p.69-77, 84-101.
3	Mon, 2/13	Cohen: “The Fourth of July.” –Audre Lorde, p. 254. In-class writing activity. CW: Chapter 2, 50 -67.
	Wed, 2/15	First Draft of First Take-Home Essay Due. (1400 words) Peer Review Workshop. Cohen: “Learning to Read and Write.” – Frederick Douglass, p. 118
4	Mon, 2/20	Final Draft of First Take-Home Essay Due. (1500 words) Cohen: “Letter from Birmingham Jail.” – Martin Luther King, Jr., p. 203. Group writing activity.
	Wed, 2/22	The Crito” – Plato
5	Mon, 2/27	CW: Chapter 6, p.171-185, 194-212. Cohen: “A Modest Proposal.” – Jonathan Swift, p. 408.
	Wed, 3/1	Cohen: “The Ways We Lie.” – Stephanie Ericsson, p. 159. “The Insufficiency of Honesty.” – Stephen L. Carter.

6	Mon, 3/6	First Draft of Second Take-Home Paper Due. (1300 words) Peer Review Workshop. In class: Summarize the feedback you received from your peer group. Explain two significant changes you will make in your revision and why.
	Wed, 3/8	CW: Chapter 10, p. 371 –389. Cohen: “Men, Women, Sex, and Darwin.” – Natalie Angier
7	Mon, 3/13	Second Draft of Second Take-Home Essay Due. (1400 words) CW: Chapter 10, p. 389 – 409. Cohen: “No Name Woman.” – Maxine Hong Kingston, p. 227.
	Wed, 3/15	Cohen: “Declaration of Sentiments and Resolutions.” – Elizabeth Cady Stanton, p. 390. CW: Chapter 7, p. 241-257.
8	Mon, 3/20	“‘Night to His Day’: The Social Construction of Gender.” – Judith Lorber.
	Wed, 3/22	“The Rites of Almost-Men: Binge Drinking, Fraternity Hazing, and the Elephant Walk.” – Michael Kimmel
9	Mon, 3/27	SPRING BREAK
	Wed, 3/29	
10	Mon, 4/3	David Sedaris: “Squirrel Meets Chipmunk.” Critical reading activity. Second Take-Home Essay Due. (1500 words)
	Wed, 4/5	Cohen: “Once More to the Lake” – E.B. White, p. 458. Handout on how to write a descriptive essay.
11	Mon, 4/10	Cohen: “Is Google Making Us Stupid?” – Nicholas Carr, p. 91.
	Wed, 4/12	In-class critical thinking activity.
12	Mon, 4/17	In-Class Essay. (600 words)
	Wed, 4/19	“Notes of a Native Speaker” – Eric Liu. Prewriting Exercise.
13	Mon, 4/24	Cohen: “The Myth of the Latin Woman: I Just Met a Girl Named Maria” – p. 103.
	Wed, 4/26	First Draft of Third Take-Home Essay Due. Peer Review Workshop. (1400 Words)
14	Mon, 5/1	In-class activity: Writing a Review. CW: Chapter 4, p. 103-109
	Wed, 5/3	In-class critical thinking and writing activity (Prep for Final).

15	Mon, 5/8	First Draft of Portfolio Reflective Essay Due. Peer Review Workshop. (2 pages, double-spaced.)
	Wed, 5/10	Third Take-Home Essay Due (1500 words). In-class critical thinking and writing activity (Prep for Final).
16	Mon, 5/15	Final Draft of Portfolio Reflective Essay Due. Prep for Final. Course Wrap-up.