

San Jose State University  
Department of English and Comparative Literature  
Welcome to English 1A  
Spring 2018

"The real voyage of discovery consists not in seeking new landscapes,  
but having new eyes." Proust

"Worse than being blind is having eyes, but being unable to see." Keller

"Vision is the art of seeing things invisible." Swift

"You can't depend on your eyes when your imagination is out of focus." Twain

"It has been said often that there are none so blind as those who will not see.  
There are people who go through life burdened by ignorance because they  
refuse to see. When they do not recognize the truth that they belong to their  
community and their community belongs to them...it is because they refuse to  
see." The last recorded words of Maya Angelou

Instructor: Jeffrey Hallford

Section 13 (23421): MW 10:30-11:45 BBC,124

Section 22 (27059): MW 12:00-1:15 BBC,124

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#### ENGL 1A 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.

Remediation Statement: If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Being enrolled in either English 1A or English 1AF/S satisfies this requirement.

<p><b>Students taking English 1A</b> clear remediation when they earn a passing grade in the course.</p>
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### Prerequisites:

Complete Reflection on College Writing.

### 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.

### GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above (GELO), ENGL 1A also measures the learning goals of GE Area 2. Upon successful completion of the course, students 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 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.

### Required Texts and Materials:

- Lunsford, Andrea. Everyday Writer. any ed. Boston: Bedford St. Martin's. Other handbooks that cover sentence structure, grammar, punctuation, MLA stds. may be acceptable. See me.
- Kriszner, Laurie G., and Stephen R. Mandell. Patterns for College Writing: A Rhetorical Reader and Guide. 14th ed. Boston: Bedford St. Martin's P, 2014.
- College Dictionary preferably The American Heritage Dictionary.
- A 3-ring notebook to hold course handouts and writing.
- Black or blue pen for all in-class writings.

Note: All in-class and informal essays must be written in ink, and all formal

essays and assignments must be typed and follow MLA standards.

### Reading:

The readings you will be assigned are useful models for academic, general, and specific audiences. You will read a variety of published essays, both from our text and some photocopies that I will provide. You will also read a few photocopies in class that will demonstrate the craft and art of syntax and precise diction.

Diversity: students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that are personally meaningful and that can generate meaningful public debate. Readings for the course will include writers of different genders and socio-economic classes.

### Essays:

- All essay assignments will require repeated practice 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 revised in final draft form.
- Because in-class writing is valued, there will be three timed in-class essays. There will be four handwritten informal essays, done out of class. The informal essays will be 3-5 handwritten pages depending on handwriting size and level of development.
- The four formal essays must be typed using 12 font, double spacing, and MLA format. There is an example of the proper style in both textbooks.
- In order to pass the class, you must complete all the essays, write the required number of pages, and write on the assigned topics.
- Always keep a copy of your essay. Back it up in case an essay gets lost or misplaced. Keep all returned and graded essays for the entire semester. We may arrange them into a portfolio.
- All formal essays must be handed in with a hand written rough draft stapled to the back.
- Most formal essays will be 4-6 pages long depending on the level of development. The rough draft must be handwritten. A draft is the early writing of your essay, so it is not expected to be perfect; however, it should not be a duplicate of the essay you hand in for a grade.
- The final will be a short formal essay that evaluates the readings, lectures, and essay topics in terms of both personal and practical value. There will also be a short test covering specific content from the course.

### 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.

### Accessible Education Center:

If you need course adaptations or accommodations because of an accessibility difficulty, 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 register with ACE to establish a record of their disability. The ACE website is HYPERLINK "<http://www.ace.sjsu.edu>" ; if you need accommodations for testing please meet with me at the beginning of the semester.

### Attendance:

Regular attendance and participation is expected. Grades are significantly influenced by class attendance and participation because lecture and discussion inform all the writing topics. MISSED CLASSES will reduce your ability to fully develop your essays, and some class meetings require peer editing. Without these lectures, discussions, and class activities, which cannot be made up, your essays will be inadequate. If you MISS CLASS, arrange to get notes from

another student. You are expected to be prepared for each class meeting, having completed all assigned reading and writing in order to participate. Be aware that I MAY CHANGE AN ASSIGNMENT OR DUE DATE. If you MISS CLASS it is your responsibility to adjust to the changes. Contact another student or me. Always bring the textbook for the assigned reading to class.

Due Dates:

It is required that you honor your due dates. All assignments are to be turned in at the beginning of class on the day they are due. If an emergency requires that you miss class or an in-class essay, please contact me before this occurs. A late essay without a doctor's excuse will drop one letter grade for each class meeting it is late. Remember: The English department requires a minimum of nine essays appropriately sequenced throughout the semester and totaling a minimum of 8000 words.

This minimum requirement excludes the final examination, journal writing, quizzes, and any brief assignments such as a list, practice sentences, or paragraph of reflection.

Writing portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Rewrites and Quizzes:

If you achieve an essay grade below a C-, you may write another essay on a topic I choose to raise that grade. You may do this only once, and it must be written before the final. There will be quizzes on reading assignments that cannot be made up. Informal essays will be a combination of in-class and hand written out-of-class essays.

<u>Grading:</u>		Formal Essay #1	10%
Informal Essay #1	5%	Formal Essay #2	10%
Informal Essay #2	5%	Formal Essay #3	10%
Informal Essay #3	5%	Formal Essay #4	15%
Informal Essay #4	5%	Final Exam	10%
Informal Essay #5	5%	(5%=100 points)	
Informal Essay #6	5%	(10%=200 points)	
Informal Essay #7	5%	(20%=400 points)	
Quick writes, 2	5%	(100%=2000 points)	
Quizzes	5%		

95-100%=A, 90-94=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-.

(Grades for Repeating English 1A): 67-69=D+, 64-66=D, 60-63=D-

An essay final, graded holistically, shall count 10 percent toward the course grade. Students must take the final exam and COMPLETE ALL ESSAYS in order to pass the course.

#### Grading:

In English department courses, instructors will comment and note problems and suggest ways to improve. The grade will reflect the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar, punctuation, appropriate diction and syntax, and well-organized paragraphs.

#### Academic Standards for Assessment:

You will receive a detailed rubric and sheet of correction symbols I will use to evaluate your writing.

A-F grading will be employed. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. You must earn a C- or better to move to 1B/Engl.2.

"The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: The assignment of a (+) or (-) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment

A+/A/A- =excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average;

F= failure.

Tutoring: San Jose State University provides students with free tutoring at the Peer Connections and at the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use these services; it is a common misconception to consider that these services are for "dumb" students, but no published author made it without another pair of eyes on his/her work.

Peer Connections is located under the 10th Street parking garage in SSC 600; (408) 924-2387. The Writing Center is located on the first floor of Clark Hall in Room 126; (408) 924-2308. 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/>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### Plagiarism and Cheating:

"Plagiarism is using someone else's work (intellectual property) as your own without giving proper credit to the author. An act of plagiarism may mean failure of this course and could lead to dismissal from the university. All papers must be original and be written for this class—no recycled papers. If you have any questions read Chapter 35 or Step 6: "Watching Out for Plagiarism" in Patterns (724-28). San Jose State University has a clear policy regarding plagiarism. You commit plagiarism by buying, stealing, or borrowing a paper; hiring someone to write a paper; building on someone's ideas without providing a citation; or by copying from another source or using a source too closely when paraphrasing."

### SJSU Academic Integrity Policy:

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at HYPERLINK "<http://www2.sjsu.edu/senate/S04-12.htm>" The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as 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: (1) 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. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

### Calendar

Note: Patterns = Patterns for College Writers; EW = Everyday Writer; GELO = "General Education Learning Outcomes," quoted on page two of our syllabus.

\*There will be some changes and additional assignments as I become aware of the unique needs of this class. Classes are unique and have lesser or greater response to class lectures/discussions which affects the calendar. The calendar

is our guide; it must remain flexible. I remind you: contact me or a student for possible changes if you miss class. Readings are to be read BY calendar date.

- Wednesday 1/24 Introduction to course and each other, assign short Quick-write #1, 800-1000 words (GELO 2,3,5) Assign Informal essay #1, (GELO 1-5)
- Monday 1/29 Lecture: informing opposition  
Informal Essay #1 due  
Patterns "The Writing Process" (13-15,22-25,27-30);  
"Narration" (95-98); (GELO 1-5). Assign Formal Essay #1. Discuss Chronology and prepositions. (GELO 2)
- Wednesday 1/31 Oral Reading Narrative/Description  
Quick-write #1 due & Discussion  
Quick-write #2 assigned, 800-1000 words (GELO 2,3,5) Informal Essay returned, discussion  
Patterns:"Description" (149-56)  
Adjectives and Adverbs, (GELO 1,5)  
EW: Read Contents: 291-2; 355-6 (GELO 5)
- Monday 2/5 Handout on the structure of the essay, (GELO 2)  
Lecture: Invisible World  
Quick-write #2 due  
Patterns:36-45  
Hard Times/ Industrial Revolution/ Education  
Discussion of Introductory paragraph and thesis, (GELO 2). Return Quick Writes #1 (GELO 5)
- Wednesday 2/7 Discussion of "The Writing Process" connected to your Formal Essay #1. (GELO 1-5)  
Return Quick-Write #2 and discussion  
1984/awesomeness and adjectives-vocabulary  
Patterns:" "My Mother Never Worked" (121-4),  
"Shooting an Elephant" (131-7), Indian Education" (140-5); (GELO 1, 3)

- Monday 2/12                      Formal Essay #1 due: (1250 words)  
Assign Informal Essay #2  
Review of prompt/steps (GELO 2-5)  
EW : Writing Process: 5e,f; 6a,b,d; 7b; 8a,b,e (GELO 2-4)
- Wednesday 2/14                 Patterns: "Ground Zero" (173-6)  
"The Hidden Life of Garbage" (184-7)  
"The Storm" (196-200) (GELO 1,3)  
Discussion: Fiction and Nonfiction, (GELO 1,3,4)  
Informal Essay #2 due
- Monday 2/19                      In-class (informal) essay #3: (800 words); (GELO 1,2,4,5)
- Wednesday 2/21                 Parts of Speech/vocabulary/ the universe (GELO 5)  
Lecture: communitas, nature of language
- Monday 2/26                      Patterns: "The Body Paragraphs," and "The Conclusion" (53-60) (GELO 1,2)  
Assign Formal Essay #2: (1250 words) (GELO 1,2,4,5)  
Assign "Touch the Sky" informal essay#4
- Wednesday 2/28                 Patterns: "Perhaps Culture Is Now the Counter Culture" (588-91); "What I Learned (and Didn't Learn) in College" (440-3). Discuss the nature of modern education and the effects on the student. Discuss "Touch the Sky" set up Informal Essay #4 (800-1000 words) (GELO 1,2,4,5)
- Monday 3/5                        Informal Essay #4 Due  
Patterns:"Exemplification" (203-07) (GELO 1,3,4)"Why Looks Are the Last Bastion of Discrimination" (239-42), (GELO 1, 3,4,5)  
Lecture/Discussion on Persona and Masks  
"Mother Tongue" (463-8)
- Wednesday 3/7                 Patterns:"Classification and Division" (433-36)

- (GELO 1,3,4)"Sex, Lies, and Conversation" (415-9)  
 "The Ways we Lie" (466-73)  
 Photo Copy Handed Out and Discussed
- Monday 3/12                      Formal Essay #2 Due (1250 words)  
 Discuss Problems Encountered (GELO1,2,3,4)  
 Photo Copy Handed Out and Discussed
- Wednesday 3/14                In-Class (informal) Essay #5 (800 words)  
 (GELO1-5)
- Monday 3/19                    EW: "Sentence Style" Read all (GELO 1)  
 Periodic/Climactic vs cumulative sentence,  
 Let's write some sentences. (GELO 5)  
Patterns: "Definition" (481-87); "I Want a  
 wife" (496-8); Assign Formal Essay #3 (1250 words,  
 GELO(1-5)
- Wednesday 3/21                Patterns:"Comparison and Contrast" (369-76)  
 (GELO1,3,4)"Why Chinese Mothers Are Superior"  
 (402-6)  
 "Sadie and Maud" Photo Copy  
 Assign Informal Essay #6 (800 words)  
 (GELO 1-5);
- Monday 4/2                      Informal Essay #6 due  
 Discussion of abstract concepts and concrete examples  
 Discuss concerns about Formal #3
- Wednesday 4/4                In-Class (informal) Essay #7 (GELO 1-5)
- Monday 4/9                      Formal #3 Due  
EW: Word Choice and Spelling a-f (GELO1,3,4)  
 Analyzing Arguments a-e; Constructing  
 Arguments a-i (GELO 3)
- Wednesday 4/11                Assign Formal Essay #4 (GELO 1-5)  
 Discussion the Nature of Good and Evil  
 Discuss Quotations on prompt

Monday 4/16	<u>Patterns</u> : "Argumentation" (517-24) (GELO 1,3) "The Declaration of Independence" (550-3), "Public Universities Should Be Free" (575-8), "The Case Against Free College" (581-3) Continue discussions of quotations
Wednesday 4 /18	<u>Patterns</u> : "Using Deductive and Inductive Reasoning" (GELO 1,2,3,4) Arguments and Fallacies (525-31) Continue discussion of quotations
Monday 4/23	Conclude discussion and quotations for Formal Essay #4(GELO1-5)
Wednesday 4/25	GELO Assessment assignment (GELO 2,3). Formal #4 due.
Monday 4/30	GELOAssessment due; Handouts discussed (GELO 1,3,4)
Wednesday 5/2	All late assignments due. Final exam preparation. Parable #1; "Nothing is Random" (GELO 1-5)
Monday 5/7	Final Exam Preparation. Parable #2; Tapestry of the Universe (GELO 1-5)
Wednesday 5/9	Final Exam Preparation, Peer grading of rough draft of final; Formal #4 returned.
Monday 5/14	Last day of class. Unfinished Instruction/Discussion.
Wednesday 5/16	Final Section 22; 9:45-12
Monday 5/21	Final Section 13; 9:45-12

