San José State University
English Department
English 1a, Spring 2013: Sections 12 and 27

Instructor: Linda Lappin
Office Location: Faculty Offices building room 105
Telephone: (408) 924-4601
Email: Linda.lappin@sjsu.edu
Office Hours: Thursday 3:00-6, and by appointment

Class Days/Time:
Section 12 (23158) from 9am to 10:15
Section 27 (23161) from 1:30 to 2:45

Classroom:
Section 12 is in DMH 354
Section 27 is in BBC 205

GE/SJSU Studies Category: Written Communication A2

Desire 2 learn (D2L)
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our D2L page. You will receive more information on this link in class.

Required Texts/Readings
Textbook
Hjortshoj, Keith The Transition to College Writing, 2nd Ed.

Other Readings
Most other readings are in the Content area in Desire2Learn.com

Other equipment / material requirements
— Computer with internet access (for using D2L and other assignments)
— Printer—keep lots of ink!(printer problems not accepted)
— Composition notebook and binder paper for class work
— Flash drive for work done in IS134 (computer room)
— All essays must be turned in to D2L in MS word. www.sjsu.desire2learn.com

For more information about policy and course requirements go to the English Department website at: http://www.sjsu.edu/english/comp/policyforsyllabi.html

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.
What is special about this section of English 1A?
The articles, quotes, videos, and audio sources used in this class are intended for adult audiences. The vocabulary will be both technical and academic. The topics will be multi-layered and include philosophical, scientific, environmental, and industry-related points of view.

This course, these two sections (12 and 27) will end in a portfolio of your completed (revised) essays; with a reflection on your writing process and progress as a final exam. **You will not take the final exam.**

My goal for this class was to develop coursework that encouraged both self analysis and critical examination of issues and solutions—through contemplation, writing essays and journaling in class, presentations, and the final reflection portfolio.

At the end of this semester you will turn in a portfolio that will be a presentation of your writing this semester —collected in a small binder or notebook that must include:

1. A table of contents
2. Essay 4 revision reflection—final essay (will be graded per rubric)
3. Completed matrix of issues and abilities
4. Essay 3 revision markups
5. Essay 3 markup
6. Essay 2 revision markup
7. Essay 2 markup
8. Essay 1 markup

This assignment is designed to help you see your improvements over the course of the semester as well as areas where you plan to continue improving.

**Course Goals and Student Learning Objectives**

**Course Goals**
By the end of this semester you shall demonstrate your writing competence in complete essays that reveal college-level proficiency in all of 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, and 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 the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).
NOTE: This is not to say that you arrived on campus without many of these competencies—this class may be an opportunity for you to further improve these objectives.

Student Learning Objectives:
SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.
SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Information available online
You are responsible for reading the following information online at http://www.sjsu.edu/english/comp/policyforsyllabi.html
- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Classroom Protocol
You will come to class on time—both awake and willing to engage. Respect yourself and your fellows by contributing in every way you can to your own education. Bring your book, the article you are working on, and your binder with course handouts to every class! Electronics are allowed if not abused. No cell phones, texting, or sleeping.
Make doctors’ appointments for days you don’t have class!

Assignments and Grading Policy
Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Grades will be assigned by percentage of all work required
\[
\begin{align*}
\text{A} & = 95-100 \\
\text{A-} & = 89-94 \\
\text{B+} & = 86-88 \\
\text{B} & = 82-85 \\
\text{B-} & = 79-81 \\
\text{C+} & = 76-78 \\
\text{C} & = 72-75 \\
\text{C-} & = 69-71 \\
\text{D+} & = 66-68 \\
\text{D} & = 62-67 \\
\text{D-} & = 59-61 
\end{align*}
\]

1A Final Assignment:
Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a process. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.
Assignments, SLO’s, points

Essays and Revisions

<table>
<thead>
<tr>
<th>Essays</th>
<th>SLO</th>
<th>purpose</th>
<th>count</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>2-3</td>
<td>exercise in paraphrase, summary and analysis</td>
<td>500</td>
<td>12</td>
</tr>
<tr>
<td>Essay 2a</td>
<td>1-3</td>
<td>An essay developing the ideas in your Chapter</td>
<td>1250</td>
<td>125</td>
</tr>
<tr>
<td>Essay 2b</td>
<td>1-4</td>
<td>A revision based on conference and markups</td>
<td>1250</td>
<td>75</td>
</tr>
<tr>
<td>Essay 3a</td>
<td>1-3</td>
<td>choose article, summarize, explain, analyze</td>
<td>1500</td>
<td>100</td>
</tr>
<tr>
<td>Essay 3b</td>
<td>1-3</td>
<td>totally revised –becomes Essay 2b</td>
<td>1500</td>
<td>125</td>
</tr>
<tr>
<td>Essay 3c</td>
<td>1-4</td>
<td>Op-ed piece , based on research done for Essay 2</td>
<td>750</td>
<td>80</td>
</tr>
<tr>
<td>E4-Reflection</td>
<td>1-4</td>
<td>Reflection of writing process for portfolio</td>
<td>1250</td>
<td>125</td>
</tr>
</tbody>
</table>

Presentations (SLO 2 and 4)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Evaluated for</th>
<th>Total time</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td>Effective teaching, knowledge</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>OP-ed solution( E3)</td>
<td>Clarity of ideas</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

Journals (SLO 1-2)

<table>
<thead>
<tr>
<th>Journal</th>
<th>Evaluated for</th>
<th>with</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class notes, chapter reading</td>
<td>E2</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>Class notes, quizzes, chapter reading, pre-work on E2</td>
<td>E3</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Class notes, quizzes, and E3 pre-work</td>
<td>E4</td>
<td>75</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td></td>
<td>158</td>
</tr>
</tbody>
</table>

All other course work

Class work (based on participation in group work, etc) ........................................ approx.100
Portfolio ...................................................................................................................... 50
TOTAL POINTS (approx) POSSIBLE .......................................................... 1000

Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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. http://peerconnections.sjsu.edu/

Robin’s Office Hours are on Thursdays from 2pm to 4pm in Clark (big room)
Carlos’ Office Hours are on Thursdays from 10am to noon in Clark (big room)
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.

For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Reading and presentation setup

Chapter topics in required book

I will cover: Introduction to college writing Ch 1

Group 1: How important vocabulary is in each subject Ch 2

Group 2: How to take notes when reading Ch 3

Group 3: How to get the essay written Ch 4

Group 4: What rules to pay attention to Ch 5

Group 5: What a good essay is Ch 6

I will cover: How to write about what others say Ch 7
**Course Schedule—**not to be strictly adhered to!

This is a preliminary estimate of what and when we will participate in these activities—the actual dates depend on how quickly the class progresses through the lessons in the book.

| Week | Thurs Jan 24 (1) | Intros, Course overview  
Meyers Briggs and contract  
Essay 1 topic  
Homework—notes for Essay 1 |
|------|-----------------|--------------------------------------------------|
| 1    | Tues Jan 29 (2)  | NOT in Classroom—**but IS 134**—  
Formatting in word  
Essay 1—from outline  
Submitting to D2L |
|      | Thurs Jan 31 (3) | Answer questions—mentor intro  
Groups set up  
Group contract designed  
Chapter for each group, with questions to answer and teach  
Explain Essay 2—process required for chapter purpose |
| 2    | Tues Feb 5 (4)   | Answer questions—mentor _____________  
Present contract for group with group picture  
Summary and paraphrasing lesson  
In class writing on E2: introduction and thesis  
Each person in group explains their portion of the chapter to others in group  
Design presentation |
| 3    | Thurs Feb 7 (5)  | Answer questions,  
Peer review Introduction and thesis (typed)  
Lesson—thesis to topic sentences in each paragraph  
Write topic sentences in journal for each paragraph/point |
|      | Tues Feb 1 (6)   | Answer questions, mentor _____________  
Return Essay 1—go over matrix  
Peer review intro’s connection to body paragraphs  
Lesson on conclusion as outcome—lessons learned |
| 4    | Thurs Feb 14 (7) | Answer questions,  
Peer review all of E2,  
go over matrix from E1 to correct all previous issues and note new ones from peer reviews  
J1-turn in journals |
|      | Tues Feb 19 (8)  | Answer questions, mentor _____________  
E2 due—in D2L  
P1 groups 1-2  
Essay 3 topics and handouts, go over with groups |
| 5    | Thurs Feb 21 (9) | Answer questions,  
Presentations for groups 3-4  
Continue to review topics for E3 with groups |
<table>
<thead>
<tr>
<th>Date</th>
<th>Days of the Week</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/20/2013</td>
<td>Tuesday</td>
<td>Answer questions, Mentor___________</td>
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<tr>
<td></td>
<td></td>
<td>Presentation from group 5</td>
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<tr>
<td></td>
<td></td>
<td>Essay 2 returned in D2L</td>
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<tr>
<td></td>
<td></td>
<td>Select topic for Essay 3 and begin looking at particular points</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>IS 134—E3 research work</td>
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<tr>
<td></td>
<td></td>
<td>Lesson on citation using tools in SJlibrary</td>
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<tr>
<td></td>
<td></td>
<td>HW: introduction and thesis for E3</td>
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<tr>
<td>7/21/2013</td>
<td>Tuesday</td>
<td>Conference—go over E2 markup and work so far on E3</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>Conference—go over E2 markup and work so far on E3</td>
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<tr>
<td>7/22/2013</td>
<td>Tuesday</td>
<td>Answer questions, Mentor___________</td>
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<td>Mid semester review</td>
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<td></td>
<td>Peer review Essay 2 revised essay—focusing on issues from conference</td>
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<td></td>
<td></td>
<td>Go over matrix from E2, for revising E2a</td>
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<td></td>
<td>Thursday</td>
<td>Answer questions, Mentor___________</td>
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<td>E2a- revision due in D2L</td>
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<td></td>
<td>E3—introduction&gt;thesis&gt;topic sentences for paragraphs</td>
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<td></td>
<td></td>
<td>Lesson on paraphrasing, quoting and citation</td>
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<tr>
<td>7/23/2013</td>
<td>Tuesday</td>
<td>Answer questions, Mentor___________</td>
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<td></td>
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<td>Peer review E3 Revised Intro, thesis, plus body paragraphs</td>
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<td></td>
<td></td>
<td>Conclusion and citation review</td>
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<td></td>
<td>Thursday</td>
<td>Answer questions, Mentor___________</td>
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<td></td>
<td></td>
<td>Final peer review of Essay 3, turn in essay by Monday</td>
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<td>Turn in Journals</td>
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<tr>
<td>7/24/2013</td>
<td>Tuesday</td>
<td>Essay 2 revision returned in D2L by Sunday night</td>
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<td></td>
<td></td>
<td>Essay 3 due in D2L by Monday</td>
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<tr>
<td>7/25/2013</td>
<td>Tuesday</td>
<td>Answer questions, Mentor___________</td>
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<tr>
<td></td>
<td></td>
<td>E3, Journals and Matrix returned</td>
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<td></td>
<td>In-class journal writing on revision process</td>
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<td></td>
<td></td>
<td>Op-Ed piece discussion and group work (E4)</td>
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<td></td>
<td>Thursday</td>
<td>Answer questions, Mentor___________</td>
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<td></td>
<td></td>
<td>Peer Review of first sentence of Op-ed piece (E4)</td>
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<td>Discuss your support for claims with the group</td>
</tr>
<tr>
<td>7/26/2013</td>
<td>Tuesday</td>
<td>Conference – E3 Revision and E4 so far</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>Conference – E3 Revision and E4 so far (E3 Revision due by Friday)</td>
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<tr>
<td>Week</td>
<td>Tues</td>
<td>Thurs</td>
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</tbody>
</table>
| 13   | April 16 (22) | Answer questions, mentor__________  
In-class journal writing on revision process using matrix and notes  
Peer Review E4 Intro and thesis |
|      | April 18 (23) | Answer questions, mentor__________  
Peer review E4 whole essay |
| 14   | April 23 (24) | Answer questions, mentor__________  
E3 revision returned in D2L  
Group work on Presentations for Topics for E3 and 4 |
|      | April 25 (25) | Answer questions, mentor__________  
Presentations on Essay 3 and 4 topics  
(E4 Due in D2L) |
| 15   | April 30 (26) | Answer questions, mentor__________  
Portfolio project overview  
Essay 5 topics and how to make it flow |
|      | May 2 (27) | Answer questions, mentor__________  
Peer review of Essay 5 intro and thesis  
E4 returned in D2L by Sunday |
| 16   | May 7 (28) | Answer questions, mentor__________  
Semester review and SOTES  
Peer review of Essay 5 reflection—typed and formatted |
|      | May 9 (29) | Final day festivities  
Portfolio turned in last class  
E5 turned in to D2L |

**Grades will be turned in by May 24**—will input into D2L by then as well

Notes

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1/30/2013