

San José State University
ENGL or LLD 100A –Writing Competency Through Genres
Course Greensheet – Fall 2012¹

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No Office Phone:

Office Hours: M/W 10:00-10:30 a.m.

M/ 1:30- 2:00 p.m.

Course Day/Time/Location: Section 3: M/W 10:30-11:45 HB 405 Section 5: M/W 12:00-1:15 HB 405

Prerequisites: Passed ENGL 1B or equivalent; taken WST at least once without passing.

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 8000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and a critical reflective essay on a book length work of non-fiction.

STUDENT LEARNING OBJECTIVES (SLOs)

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.

¹ This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

REQUIRED TEXTBOOKS AND MATERIALS

- Instructor-made packet available at Maple Press (Note: CASH OR CHECK ONLY)
- Rose, Mike. (2004). *The Mind at Work*.
- *Common Sense Guide to Grammar* available at the campus bookstore
- A college-level English dictionary
- Internet access

TUTORING AND OTHER RESOURCES

- Writing Center: 1st floor, Clark Hall, <http://www.sjsu.edu/writing> center
- Peer Mentor Center: 1st floor, Clark Hall. <http://www.sjsu.edu/muse/peermentor/>
- Learning Assistance Resource Center (LARC): Rm. 600, Student Services Center (located at the 10th St. Garage) <http://www.sjsu.edu/larc/>
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

ONLINE RESOURCES

- **Turnitin.com:** We will be using Turnitin.com for the three main writing assignments.

CLASS RULES, HOMEWORK AND PARTICIPATION

In order to pass this class, you must plan on attending every class session.

This class is not a lecture course. The majority of class time will actively involve students with the course material. Individual activities, partner projects and/or group discussion and problem-solving sessions will result in daily participation points. Students must actively participate in classroom activities in order to earn points. In other words, **just showing up to class will earn a student zero points**. Active participation in classroom activities will earn a student full-credit for participation points. Participation point may also include activities such as in-class reading and writing assignments, discussion, quizzes, and presentations. **Participation points cannot be made up**. Please be aware that all absences equal zero participation points for that day and these lost points add up very quickly.

Homework: All Students will complete a series of Learning Log assignments.

Sentence Revision Learning Logs provide an opportunity for students to learn actively through revision, personal reflection, and grammar exercises. Please see directions for Learning Log Assignments on p. 30 of the Course READER.

In addition to three Sentence-Level Learning Log Assignments, students will also complete four additional Learning Log assignments.

Please post all of these assignments in the Learning Logs folder on Turnitin.com on or before the due date. Title each LL with your last name and LL1, LL2, LL3, etc. See schedule for deadlines.

LL1: Revise your in-class Habits of Mind essay. There should be no more than one error in your revision. The essay should be typed/double-spaced/12 point font.

LL2: Please read Donald Murray's "Maker's Eye" and write a response essay to one of the discussion questions listed at the end of the article. Consider Murray's ideas about revision and compare them to your own revision habits. (2-pages, 12 point/ Dbl. spaced)

LL3: RA Sentence Revision and Exercises (see Reader p. 30 for directions)

LL4: RA Feedback Report Due. Review ALL of your comments via turnitin.com and make a revision plan list (handout distributed) for EACH comment and/or ask questions about comments about feedback and/or write a summary of what you did well and identify specific areas you need to work on in revision.

LL5: DI Sentence Revision and Exercises Due (see Reader p. 30 for directions)

LL6: Write a two-page response to Mike Rose's *The Mind at Work* demonstrating your 'deep thinking' on the assigned prompt (distributed in class).

LL7: DI Feedback Report Due

Please note: Students should accumulate up to 25 points through participation and homework (Learning Logs) by the 12th week of the semester. These points are vitally important to obtaining enough points to move onto the Final Portfolio. For example, a student who received an "A-" on all three formal papers, would only receive the minimum points possible (70), the equivalent of a "C," by the 12th week without any participation/ homework points. Students **must have the minimum points (70) to be approved for moving onto the Portfolio Project** by the 14th week (see **grading policy below**). All students who do not have 70 points by the 14th week will not be invited to complete the Portfolio Project and will receive an "F" in the course. Please also carefully read about the petition process below to better understand why classroom attendance, attitude, effort and completing assignments on time is vitally important to your success in this course.

Regarding Cell Phones...

Theater Policy: Because this class requires participation in active learning, the instructor subscribes to the standard theater policy. **All digital devices must be turned off for the duration of the class period.** If a student continues to have difficulty with this mandatory course requirement, the instructor will ask the student to place the device at the front podium for the duration of class.

Respect

Learning occurs most productively in a safe, respectful environment. Students are expected to respect other people's opinions even if they don't agree with them. Differences of viewpoints, orientation, and experience are expected and welcomed in class discussions. That said, students are **not expected** to silently tolerate inappropriate

behavior. **If at any time you don't feel safe or respected, please talk to me before or after class or e-mail me at any time.**

GRADING POLICY AND ASSIGNMENTS

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

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 13th 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 are required elements of the course. The points you receive during this time will not be calculated as part of the final grade. **They are simply a “pre-grade” 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.

In the final weeks of the semester, you will assemble your portfolio and write an in-class final essay. The 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 greensheet). To receive a C or higher for course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

Petitions: 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. The instructor may also choose to allow students with failing portfolios the option of spending the last week of the semester working one-to-one with the instructor to improve and resubmit the portfolio (but not the final exam) for another reading. To be considered for this option, a student must be in good standing in the course and have **excellent, consistent participation** in all classroom activities.

DESCRIPTION OF ASSIGNMENTS

| Assignment | Description | Word count | Assessment |
|--|---|---------------------------------------|---|
| Rhetorical Analysis | For this assignment you will analyze a piece of professional writing either from or pertaining to your major or field of work, describe the rhetorical strategies that were used by the author and explain how these strategies contributed to the purpose of the document. | 1750 | Maximum 25 points |
| Discipline Investigation | In this assignment, you will write a report about working in your major field. This reports 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). | 1750 | Maximum 25 points |
| Critical Reading Reflection | Throughout the semester, you will read sections of a full length work of fiction or non-fiction (in Fall 2012 it is <i>The Mind at Work</i>) and respond to what you read in a series of reflective journals. Two of these will be written in class. At the end of the semester, you will draw on these reflections to write the Critical Reading Reflection. | 2000 | Maximum 25 points |
| Learning logs & participation | Your homework (Learning Logs) and class work will be recorded weekly. This score is important for all students, but especially important for those needing me to file a petition on their behalf. A high score here will insure that I will support your efforts to petition. | 2000 | Maximum 25 points |
| | <i>By 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. Note: SAVE ALL DRAFTS</i> | | Maximum 100 points; minimum 70 points |
| Cover Letter | This is a letter to readers of your portfolio in which you explain which of the three above assignments is your best work, and why, citing evidence of your improvement from first to last draft. | 500 | Required For all Portfolios |
| Final Portfolio | The portfolio must include the following: <ul style="list-style-type: none"> • The Portfolio Checklist initialed and signed by both student and instructor; • A final, clean copy of three pieces of polished, revised writing comprising at least 6500 words of revised, polished writing for the three main writing assignments (see above); • First and intermediate draft of each of the three main writing assignments which show instructor's comments and a rubric marked by the instructor; • The assignment sheets for all assignments; • A clean, final draft of the cover letter. | 6000 words of final, polished writing | Scored according to the scoring rubric by two readers. Worth 70% of your grade. |

| Assignment | Description | Word count | Assessment |
|-------------------|---|------------|---|
| Final Exam | An in-class, timed essay, common across all sections of 100A. | 500 words | Scored according to the scoring rubric by two readers. Worth 30% of your grade. |

GRADING RUBRIC to be used in evaluating both the portfolio assignments and the final exam.

THE WRITING:

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

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 |
| 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 |
| D+ | 62-65 | |
| D | 58-61 | |
| D- | 54 or lower | |
| F | Not eligible | |

SCHEDULE

| Week | Monday | Wednesday |
|--------------------------|---|--|
| Week 1 8/20 - 22 | 100A Meeting - Instructors 8:30 - 9:00 a.m. - LDC | <ul style="list-style-type: none"> • Course introduction • Introduction to key concepts: discourse communities, genres, and rhetorical analysis. READER: 45-51 Read syllabus, gather materials: bring to next class. |
| Week 2 8/27 – 8/29 | Habits of Mind In-Class Writing Read: Begin reading <i>Mind at Work</i> | <ul style="list-style-type: none"> • Introduce Rhetorical Analysis (RA), Discipline Investigation (DI), Critical Reading Reflection CRR Jigsaw • HW for next class – bring possible documents for analysis for the RA ; begin looking for a person to interview for the Discipline Investigation assignment HW READER: p. 2-21 |
| Week 3 9/3 – 9/5 | Labor Day – Campus Closed | Due date: Revised Habits Essay Learning Log (LL 1) READER: Page 22-24 and 30-33 (Directions LL) |
| Week 4 9/10 – 9/12 | Read: Finish Introduction of <i>Mind at Work</i> READER: 34-39 and 42-44 | DUE date: First draft of RA Mandatory Peer Review READER: 25-29 Read: Two “job” chapters (your choice). |
| Week 5 9/17 – 9/19 | DI Interview Discussion | DUE date: Second Draft of RA Mandatory Study Group Review Read: Chapter Seven, <i>Mind at Work</i> |
| Week 6 9/24 – 9/26 | Due date: Maker’s Eye Reader Response Paper (LL 2) You may respond to any of the discussion questions in this paper. | DUE date: Final draft of RA Due Date: Sentence Revision (LL3) READ: Chapter Five, <i>The Mind At Work</i> |
| Week 7 10/1 – 10/3 | READER: 40-41 | In-Class Essay/ Mind at Work (Green Book) DI Documents Due. Potential Interviewees (w. contact information) Identified. |
| Week 8 10/8 – 10/10 | READER: p. 52 (Revision Directions) | DUE date: First draft of Discipline Investigation |
| Week 9 10/15 – 10/17 | RA Feedback Report Due (LL4) Read: Chapter Eight, <i>Mind at Work</i> | DUE date: Second draft of Discipline Investigation Mandatory Study Group READER: 53-63 |
| Week 10 10/22 – 10/24 | Critical Reading Reflection (CRR) Chapter Presentations | DUE date: Final draft of Discipline Investigation Due date: Sentence Revision (LL5) READER: p. 84 |

| Week | Monday | Wednesday |
|----------------------------|--|---|
| Week 11 10/29 – 10/31 | Reader Response/Mind at Work (LL6) READER: 40-41 and 65 | In-Class Exam Prep Activity Read: Conclusion, <i>Mind at Work</i> |
| Week 12 11/5 – 11/7 | DUE date: First draft, CRR Mandatory Peer Review | In-Class Exam (Green Book) Mind at Work DI Feedback Report Due (LL7) READER: 64 |
| Week 13 11/12 – 11/14 | Veteran's Day – Campus Closed | DUE date: Final draft, CRR Assignment for cover letter distributed |
| Week 14 11/19 – 11/21 | Administer SOTES Final Exam Prep Activity | <ul style="list-style-type: none"> • Students notified if they are not eligible for the portfolio and final exam. • Portfolio preparation workshop for eligible students • PORTFOLIO SUBMISSION DEADLINE 11/21 |
| Week 15 11/26 – 11/28 | PORTFOLIO READING takes place between 11/21 & 11/29 FINAL EXAM DONE IN-CLASS – 11/26 OR 11/27 FINAL EXAM READING DAY – SATURDAY, 12/1 | |
| Week 16 12/3 – 12/7 | <ul style="list-style-type: none"> • Results conferences, portfolios returned to students (12/3 – 12/7) • Revision work for those who did not pass and have the option of resubmitting | |
| Exam week 12/10 – 12/19 | 12/10 – Last Day of Instruction Resubmitted portfolios are due 12/11; Results to students by 12/19 | |

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 located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop 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/>.

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.

OTHER IMPORTANT COURSE POLICIES

1. Statement of 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:
 - 1.2.1 Plagiarism. 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:
 - 1.2.2 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

1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own. (available at <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL or LLD 96 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

2. 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>
3. 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.
4. 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 register with DRC to establish a record of their disability. DRC's phone number is 924-6000.
5. Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<http://www2.sjsu.edu/senate/s90-5.htm>).
6. 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).
7. Evacuation plan for the classroom. See posted information in classroom.