

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Sections 58, 65, 72. Fall 2014

Instructor: Clare Browne
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Office Hours: Tuesday 1:30-2:30pm

Tuesdays/Thursdays
Class Days/Time: Section 58: 10:30-11:45
BBC124
Section 65: 12:00-1:15
BBC 124
Section 72: 3:00-4:15
BBC 123

Prerequisites: EPT of 147 or higher, passage of LLD 1 or 2

GE Category: Written Communication A2

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.

Course Goals and Student Learning Objectives

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Students shall achieve the ability to write complete essays that demonstrate 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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives for GE 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

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Materials

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

Great Writing: A Reader for Writers (3rd edition) Wiener&Eisenberg ISBN: 0-07-237064-5

Green Books for in-class essays

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Writing Assignments: You will do a significant amount of reading and writing in various formats, in this course. **Come to class prepared!** There

will be six essays (three out-of class, three in-class) and a Writing Notebook, totaling a minimum of 8,000 words. This total will include one substantial re-write. Out-of-class essays must be typed (Times New Roman 12 point font) and double-spaced, using MLA format. Peer editing workshops are an essential part of improving your writing. You must be present at the workshops. Essays without the peer edit drop a grade. Essays are expected on the due date: no late papers accepted.

*****All essays must be completed to pass the course.*****

Reading Assignments: Read the assignments **before** class unless directed otherwise. Come to class ready to discuss the material.

Writing Notebook: This is your chance to write outside the essay format. The assignments include responses to texts/materials used in class and creations of your own. Each entry should be typed, double-spaced, (about 300 words). Include date and title.

Quizzes: These are not always announced beforehand. Be prepared.

Attendance: Regular attendance and participation are expected. Assignments in class cannot be made up.

University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Final Exam: See below for schedule. The final exam is mandatory: you can't pass the class without it.

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 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.

This course must be passed with a C or better as a CSU graduation requirement.

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: A= excellent; B=above average; C=average; D=below average; F=failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses, NC shall also substitute for W (Withdrawal) because neither NC or W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Essays will be graded according to the following criteria:

A= Excellent: The “A” essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The “B” essay is less precise and not as convincing as the “A” paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The “C” essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The “D” essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper

demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The “F” essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Your grade for the course will be determined as follows:

In-class essays: (Graded A-F)	25%
Out-of-class essays: (Graded A-F)	35%
Final Exam: (Graded A-F)	15%
Writing Notebook: (Points converted to letter grade)	15%
Quizzes: (Points converted to letter grade)	10%

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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): <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.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Classroom Protocol

I like our classroom to be a place where people feel comfortable enough to share their opinions. Respect for each other is the key here. Be on time, and switch off mobile phones.

Course Schedule (Subject to Change)

*** Numbers in square brackets correspond to English 1A learning objectives (G.E.Area A2) ***

- TU. AUG. 26: Introduction to 1A.
Read *The Everyday Writer* (EW) Chs. 6 and 7
- TH. AUG. 28: In class Diagnostic Essay (Bring green book) [1,2,3] ***
Homework: Read **Description** (*Great Writing* 10-17)
- TU. SEPT. 2: White's "Once More to the Lake" (GW 24-29) [1,2]
Essay 2 assigned [1, 2, 3]
- TH. SEPT. 4: **Introduction to Narration** (GW 58-64) [1, 2]
Carver's "My Father's Life" (GW 81-87)
Review EW 10
- TU. SEPT. 9: ****First draft of essay due for peer edit** Bring two copies.**
Introductory Paragraphs (EW 8 f)
Review MLA format for essays EW page 448 and EW Chapter 11 before handing in essay next week. [1,2,3]
- TH. SEPT. 11: Poe's "The Tell-Tale Heart" (GW 108-111)
Body paragraphs, topic sentences and concluding paragraphs (EW 8) [1,2,3,4]

- TU. SEPT. 16: **Exemplification (GW 144-151)**
The Critical Thinking Process (**EW 12**)
Thurber’s “Courtship through the Ages” (**GW 166-169**)
Essay 2 due [1,2]
- TH. SEPT. 18: Ehrenreich’s “What I’ve Learned from Men” (**GW 175-178**)
Comma Splices and Fused Sentences (**EW 37**) [1,2,3]
- TU. SEPT. 23: **Process Analysis**
Mehta’s “The Baby Myna” (**GW 257-260**)
Sentence fragments (**EW 38**) [1,2,3,4]
- TH. SEPT. 25: In-class essay. Bring green book. [1,2,3,4]
- TU. SEPT. 30: **Comparison and Contrast (GW 278-286)**
Tan’s “Two Kinds” (**GW 291-298**) [1,2]
Essay 4 assigned. [2,4]
- TH. OCT. 2: Woolf’s “Shakespeare’s Gifted Sister” (**GW 287-289**)
Grammar Quiz
- TU. OCT. 7: Essay 4 peer review (Bring two copies)
- TH. OCT. 9: **WRITING NOTEBOOKS DUE** [1,2,3,4]
- TU. OCT. 14: **Conferences (Faculty Offices 217)**
- TH. OCT. 16: **Conferences (Faculty Offices 217)**

- TU. OCT. 21: Essay 4 due [1,2,3,4]
Apostrophes (EW 42)
- TH. OCT. 23: **Definition**
Rodriguez “Complexion” (GW 513-516) [1,2]
Semicolons (EW 40)
- TU. OCT. 28: Sherman Alexie’s *Smoke Signals* [1,2,3,4]
TH. OCT. 30: Sherman Alexie’s *Smoke Signals*
- TU. NOV. 4: **Argument and Persuasion** (GW 520-528)
Wilfred Owen’s “Dulce et Decorum Est” (GW 561)
[1,2,3,4]
- TH. NOV. 6: King’s “I Have a Dream” (GW 529-532) [1,2,4]
Essay 6 assigned [1,2,3,4]
- TU. NOV. 11: Veterans Day. Campus closed.
TH. NOV. 13: Writing Workshop.
- TU. NOV. 18: In-class essay. Bring green book. [1,2,3,4]
- TH. NOV. 20: ****First draft essay 6 due****
- TU. NOV. 25: **WRITING NOTEBOOKS DUE** [1,2,3]
Grammar Review.
- TH. NOV. 27: Thanksgiving

TU. DEC. 2: Grammar Exam

TH. DEC. 4: Essay 6 due. [1,2,3] Final exam practice

TU. DEC. 9: Last class. Presentation of best piece of writing

Final Exam Schedule:

Section 58: Tuesday 16 Dec. 9:45-12:00

Section 65: Thursday 18 Dec. 9:45-12:00

Section 72: Friday 12 Dec. 14:45-17:00

Bring large green book, black/blue pens, and a dictionary.

Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)