

San José State University
Department of English and Comparative Literature
English 1A, Written Composition 1 (GE A2), Section 43/83, Fall 2014

Course and Contact Information

Instructor:	Professor Balance Chow
Office Location:	FO Building #224
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Email:	balance.chow@sjsu.edu
Office Hours:	Monday/Wednesday 12:00-1:00pm, and by appointment
Class Days/Time:	M/W 3:00-4:15pm (1A-83); 4:30-5:45 pm (1A-43)
Classroom:	Clark Building 316 (1A-83); Sweeney Hall 348 (1A-43)
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE/SJSU Studies Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

GE Course Description (A2)

Written Communication 1 cultivates an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at 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.

ENGL 1 Section 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.

Learning Outcomes and Course Content

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

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.

ENGL 1A Course Outcomes (CLO)

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).

ENGL 1 Course Content

Diversity: SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. *To this end, you will read texts exemplifying issues of diversity such as ethnicity, culture, religion, class, and gender; further, you will write essays addressing those issues in response to such texts.*

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 three essays shall be written in class. English 1A classes require at least three out-of-class essays.

Reading: Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and special audiences. *The reading materials assigned must be completed by the beginning of each class session so that you will be able to incorporate the discussions in the written assignments and assignments will be based on the reading material.*

Final Exam / Portfolio Project: At the end of the semester, students will turn in a portfolio consisting of two revised out-of-class essays, two revised in-class essays, and a short reflective analysis of one's writing process.

Multimodal Projects [if applicable]: Students will complete two multimodal group assignments that will be presented orally to the class. Please refer to the course schedule for each assignment objective and presentation date.

Grammar & Reading Quizzes: Quizzes may be given with or without advance notice to test you on your mastery of grammar and mechanics, and to monitor your completion and comprehension of the required reading assignments.

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/Readings

Textbook

Lundsford, Andrea. *The Everyday Writer* (with exercises). 5th ed. Boston: St. Martin's, 2013.

- Print edition: ISBN #978-1-45766712-1; available at the Spartan Bookstore
- Electronic edition is available online at Bedford/St. Martin's (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Kirszner & Mandell, *Patterns For College Writing: A Rhetorical Reader and Guide*, Twelfth Edition

- Print edition: ISBN-10 1457603055, ISBN-13 9781457603051
- Electronic edition is available online at Bedford/St. Martin's OR Amazon (Kindle version) OR Coursesmart.com [ISBN-10 0312676840, ISBN-13 978031267684]

Other Readings

Course articles will be made available to students electronically when needed.

Other equipment / material requirements

- Blue pens AND black pens; simple two-pocket folders (about 10).
- A laptop/tablet computer, with MicroSoft Word (or equivalent) & e-reader applications.
- Access to the internet.
- A collegiate dictionary, e.g., *The American Heritage Dictionary of the English Language*.

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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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.”

In this class, students will write a total of approximately 8000 words in multiple assignments, including six formal essays and other written responses. Each of the essay assignments will be tied to one or more of the following student learning outcomes:

LO 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).

LO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

LO 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.

LO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Using these assignments as evidence, students will demonstrate the achievement of college-level proficiency in writing.

Revision required: Approximately 4000 words, or half of the essay assignments, will be vigorously revised until improved final versions are achieved.

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.

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

Course Grading Guidelines. Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

PERFORMANCE (Participation, Class Work, Quizzes)	= 100 points
Reading Journal Project (5 reading responses X 20 points)	= 100 points
3 in-class essays, with major revisions (3 X 100 points)	= 300 points
3 take-home essays (3 X 100 points)	= 300 points
Final (Portfolio) project	= 200 points
TOTAL	= 1000 points

For numerical score and grade equivalents see the following tables:

Table One: Essay Grades

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 - 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 0 for essays.

Table Two: Course Grades

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999

B- = 800 – 833; B = 834 – 866; B+ = 867 - 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 669

F = 559 or below.

Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“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 (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

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

Departmental Policy on Grading Written Assignments

“In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

- The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

- The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

- The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

- The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

- The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Class Policy on Late Assignments and Incompletes

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.

2. Essay assignments and research papers must be printed to receive credit.

3. Incomplete course work will result in actual grade earned based on points accumulated; an "I" course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

Classroom Protocol

- Participation is understood to be an essential aspect of learning in this class.
- Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be considered in my evaluation of your participation.
- The use of cell phones is prohibited without instructor’s consent.
- The use of laptops for purposes inconsistent with class activities is prohibited.
- Ingestion of food inside the classroom is prohibited.

University Policies

Dropping and Adding

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “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 this 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.”
- Students may not record the course without the instructor's explicit written consent.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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 at <http://peerconnections.sjsu.edu> for more information.

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 Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

English 1A (83/43), Fall 2014, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25 8/27	Introduction to the course; diagnostic test [LO3] Using online/electronic resources [LO2] Reading journal project—5 entries, due once every 2 weeks Discuss Everyday Writer 1-44; Patterns 1-50
2	9/1 9/3	Labor Day, campus closed, no class Narration. Read <i>Patterns</i> , pp. 111-115; 121-126; 142-147
3	9/8 9/10	Essay #1 (In-Class) [LO1] Reading Journal 1 due; Discuss Everyday Writer 45-77
4	9/15 9/17	Read/Quiz Patterns 51-80 ; Everyday Writer 78-103 Review/Revise Essay #1
5	9/22 9/24	Description. Read <i>Patterns</i> , pp. 172-175;188-193 Essay #2 (In-Class) [LO1] Patterns 81-94; Everyday Writer 104-124
6	9/29 10/1	Review/Revise/Edit Essay #2 Reading Journal 2 Due
7	10/6 10/8	Exemplification. Read <i>Patterns</i> , pp. 211-262 Essay #3 (take-home): emphasis on Exemplification, due 3/15 Reading Journal 3 Due
8	10/13 10/15	[LO2,3] Essay #3 due. Peer review. Revision + editing. [LO1,2] Discuss Chapters 9 (Process) & 10 (Cause & Effect), from Patterns, pp. 263-370
9	10/20 10/22	[LO1,2,4] Essay #4 (in-class), with emphasis on Process / Cause+Effect [LO3] Grammar review (Everyday Writer pp. 287-318) Reading Journal 4 Due
10	10/27 10/29	[LO2,3,4] Review/Edit essay #4 revision + editing [LO1,2] Discuss Chapter 11 (Comparison & Contrast), <i>Patterns</i> , pp. 371-434 [LO1,4] Research for Comparison+Contrast essay in preparation for essay #5
11	11/3 11/5	[LO2,4,3] Essay #5 (Comparison + Contrast) due Reading Journal 5 Due
12	11/10 11/12	Revising / Editing Essay #5 [LO3] Grammar Review (Everyday Writer pp. 318-399)

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/17 11/19	[LO1,2] Discuss Chapters 12 (Classification / Division) & 13 (Definition), Patterns, 435-524 ; Essay #6 (take-home) - emphasis on classification/division/definition
14	11/24 11/26	[LO1,2,4] Discuss Chapters 14 (Argumentation) & 15 (Combining the Patterns), Patterns, 525-702 Thanksgiving, no class
15	12/1 12/3	Essay #6 Due; Revision of selected essays with emphasis on adding rhetorical patterns [LO1,2,4] [LO3] Grammar Review (Everyday Writer pp. 400-453)
16	12/8 12/10	[LO1,2,3,4] Final project: Portfolio Conclusion to the course
Final Exam		Section 1A-83: Thursday, December 18 1215-1430 Section 1A-43: Wednesday, December 17 1445-1700

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.

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)