

**San Jose State University**  
**College of Humanities and The Arts**  
**Department of English and Comparative Literature**  
**English 1A (GE A2)**  
**Spring 2014**

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Section 20 Tu/Th 10:30-11:45 DMH 208  
Section 43 Tu/Th 3:00-4:15 BBC 122

### **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. Since your college career will require an extensive amount of reading, interpreting and writing, this course is designed to enhance these skills. You will be reading a variety of published works, and you are encouraged to engage with the texts to recognize the components of excellent writing.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

### **Course Objectives**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in the following:

- Clear and effective communication of meaning

- An identifiable focus, tailored to a particular audience and purpose
- The ability to perform effectively the steps of the writing process (prewriting, organizing, composing, revising, editing)
- The ability to explain, analyze, develop and criticize ideas
- Effective use of supporting material drawn from reading/other sources
- Accuracy, variety and clarity of sentences
- Appropriate diction
- Control of conventional mechanics (e.g. punctuation, spelling, reference, agreement)

### **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.

### **Required Texts and Materials**

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

*The Everyday Writer* (5<sup>th</sup> Edition) Andrea Lunsford ISBN 978-1-4576-0004-3

Green Books for in-class essays

Binder Paper for reading responses and in-class work

### **Course Requirements**

**Writing Assignments:** You will do a significant amount of writing, in various formats, in this course. Writing assignments are designed to help you practice prewriting, organizing, writing, revising and editing. There will be seven essays (four out-of-class and three in-class) 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. Essays are expected on the due date: late papers drop a grade for each day they are late. \*\*\***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, dated, and about 300 words long.

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

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

**Final Exam:** The departmental final exam for all English 1A students will be given on **Saturday, May 10th from 8:00-10:00am**. The final exam is mandatory: you can't pass the class without it.

**Dropping and Adding:** Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester's catalog policies section at <http://info.sjsu.edu/static/catalog/policies.html> for any add/drop deadlines, policies, and procedures section and specific registration information. 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.

**Classroom Protocol:** I like our classroom to be a place where students feel comfortable enough to share their opinions. Respect for each other is the key here. I don't ask you anything that I don't expect of myself—so be on time and switch off electronic devices.

### **Grading Standards**

**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**

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%
Departmental Final: (Graded holistically A-F)	20%
Writing Notebook: (Points--converted to letter grade)	10%
Quizzes: (Points converted to letter grade)	10%

=	900-929	C+	=	770-799	D	=	630-669
=	870-899	C	=	730-769	D-	=	600-629
=	830-869	C-	=	700-730	F	=	below 600

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

### **EXTRA HELP:**

#### 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. 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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information ([peerconnections.sjsu.edu](http://peerconnections.sjsu.edu)) and be sure to come see us!

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at [http://sa.sjsu.edu/judicial\\_affairs/faculty\\_and\\_staff/academic\\_integrity/index.html](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **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 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **Course Schedule (Subject to Change)**

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

TH. JAN. 23: Introduction to 1A.  
Read *The Everyday Writer (EW)* Chs. 6 and 7

TU. JAN 28: In class Diagnostic Essay (Bring green book) [1,2,3] \*\*\*  
Homework: Read **Description** (*Great Writing* 10-17)

- TH. JAN. 30: E. B. White's "Once More to the Lake" (GW 24-29)  
[1,2]  
Essay 2 assigned [1,2,3]
- TU. FEB. 4: **Introduction to Narration** (GW 58-64)  
Raymond Carver's "My Father's Life" (GW 81-87)  
Review EW 10
- TH. FEB. 6: **\*\*First draft of essay due for peer edit\*\* Bring two copies**  
Introductory Paragraphs (*EW 8f*)  
Review MLA format for essays (EW pg.502) and EW  
Chapter 11 before handing in essay next week.[1,2,3]
- TU. FEB. 11: Poe's "The Tell-Tale Heart" (GW 108-113)  
Body paragraphs, topic sentences and concluding  
paragraphs (**EW 8**) [1,2,3,4]
- TH. FEB. 13: **Exemplification** (GW 144-151)  
James Thurber's "Courtship through the Ages" (**GW 166-169**)  
Essay 2 due [1,2]
- TU. FEB. 18: Barbara Ehrenreich's "What I've Learned from Men"  
(GW 175-178)  
Comma Splices and Fused Sentences (**EW 37**) [1,2,3]
- TH. FEB. 20: **Process Analysis** (GW 196-204)  
Mehta's "The Baby Myna" (GW 257-260)  
Sentence fragments (**EW 19 38**) [1,2,3,4]
- TU. FEB. 25: In-class essay. Bring green book. [1,2,3,4]
- TH. FEB. 27: **Comparison and Contrast** (GW 278-286)  
Amy Tan's "Two Kinds" (GW 291-298) [1,2]  
Essay 4 assigned.
- TU. MAR. 4: Woolf's "Shakespeare's Gifted Sister" (GW 287-289)  
Grammar Quiz

TH. MAR. 6: Essay 4 peer review. Bring two copies.  
Writing Workshop (Past Final Paper)

TU. MAR. 11: **WRITING NOTEBOOKS DUE** {1, 2, 3, 4}

TH. MAR. 13: Essay 4 due.  
**Classification** (GW 354-361)  
Viorst's "Friends, Good Friends—and Such Good  
Friends" (GW 362-365) [1,2,3,4]  
Apostrophes (**EW 42**)

TU. MAR. 18: Conferences (Faculty Offices 217)

TH. MAR. 20: Conferences (Faculty Offices 217)

**MAR. 24-MAR 28: SPRING BREAK**

TU. APRIL 1: **Definition** (GW 464-472)  
Rodriguez "Complexion" (GW 513-516) [1,2]  
Semicolons (**EW 40**)

TH. APRIL 3: The Critical Thinking Process (**EW 12**)

TU. APRIL 8: Sherman Alexie's *Smoke Signals*

TH. APRIL 10: *Smoke Signals* [1,2,3,4]

TU. APRIL 15: **Argument and Persuasion** (GW 520-528)  
Wilfred Owen's "Dulce et Decorum Est" (GW 561)  
Essay 6 assigned [1,2,3,4]

TH. APRIL 17: King's "I Have a Dream" (GW 529-533) [1,2,4]

TU. APRIL 22: Writing workshop—Past Final Paper  
**WRITING NOTEBOOKS DUE** [1,2,3]

- TH. APRIL 24: In-class essay. Bring green book. [1,2,3,4
- TU. APRIL 29: \*\*\*First draft Essay 6 due\*\*\*  
Grammar Review
- TH. MAY 1: Final Grammar Quiz.
- TU. MAY 6: Final Exam Practice. [1,2,3]
- TH. MAY 8: Essay 6 due. [1,2,3] Presentation of best piece of writing
- SAT. MAY 10: Departmental Final Exam. 8:00-10:00am.  
Bring large YELLOW Exam book, black/blue pens,  
and a print dictionary.**
- TU. May 13: Last class. Essay 7 (revised essay) due.