

San Jose State University
Department of English and Comparative Literature
English 1A, Composition 1, Section 56, Spring 2014

Contact Information

Instructor:	Sarah Prasad
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Office Hours:	TBD
Class Days/Time:	Tuesday/Thursday 1:30-2:45pm
Classroom:	BBC 123
Prerequisites:	Placement by The English Proficiency Test (EPT), or passage of an approved substitute course for the EPT
GE/SJSU Studies 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.

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

Course Goals and Learning Objectives

Course Learning 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.
- 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).

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.

Academic Policies online:

Students, 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 DRC policies)
- Adding and dropping classes

Required Texts/Readings

Textbooks

1. *Everyday Writer with Exercises*, Lunsford, 5th Ed. ISBN: 9781457667121
2. *Writing about Writing*, Wardle, 11th Ed. ISBN: 9780312534936
3. *Escape from Camp 14*, Harden. ISBN: 9780143122913

Other equipment / material requirements

One binder clip for your essay packets

Canvas

Canvas is our new online Learning Management System, so you will be required to participate there for homework and exercises. Login at URL: <https://sjsu.instructure.com> using your SJSU One account information. **Please note:** in Canvas, the only acceptable

formats that can be used for uploading information are: MS Word, Acrobat PDF, Postscript, Text, HTML, WordPerfect (WPD) and Rich Text Format. If you don't use these formats, your documents will not be accepted and you may lose points for missing assignments. Please let your instructor know if you need help.

Everyday Writer LearningCurve

Part of our grammar lessons will come from the free online component to the Everyday Writer handbook, which is called LearningCurve. I will introduce it to you in class on 2/11 and you will be expected to do work in there periodically throughout the semester.

Library Liaison

Matoush, Toby

Email: toby.matoush@sjsu.edu

Phone: (408) 808-2096

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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>.

Please see the Course Schedule at the end of this document for more details on course requirements and assignments.

Note:

1. Additional homework will be assigned periodically throughout the semester.
2. Communications about homework and the class in general will be sent via Canvas.
3. All parts of the semester plan are subject to change. Notice will be sent out via Canvas.

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.

“A” work 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 constructions at the college level and appropriate to the work’s intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, “A” work succeeds in communicating ideas clearly and effectively to the target audience.

“B” work will demonstrate abilities in the same categories as “A” work. The chief difference is that “B” work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and

communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

“C” work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning.

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment.

Details:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.
- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren't.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.
- Extra credit may be assigned throughout the semester.

Essays	60%
Homework	20%
Two midterms	10%
Final Reflective assignment (see below):	10%

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.

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-65	F	64-0

Classroom Protocol

Participation and Active Learning: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, your grade on the final draft will be lowered 10%. A "good faith" draft is typed, **has the full word count**, and shows careful thought and planning even though it may be unfinished.

Classroom Etiquette: Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

Email: When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

Twitter: Please create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet homework and assignment reminders, so it's a good idea to try this new technology if you can.

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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Part of Peer Connections is the Peer Mentor Program.

About the Peer Mentor Program

The Peer Mentor Program is part of SJSU's newly formed Peer Connections department, which provides campus-wide mentoring and tutoring services. 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. More information on hours, locations, services, and the workshop calendar can be found online at <http://peerconnections.sjsu.edu/> or by calling (408) 924-2587.

Section 25

Peer Mentor: Jaimie Kumar

Peer Mentor email: jaimie.kumar@sjsu.edu

About Jaimie: My name is Jaimie Kumar and I am a 4rd year student at SJSU. This is my second semester working at Peer Connections Program and I am very excited to be working with other fellow students. The reason I signed up to become a Peer Mentor is because I wanted to help students explore the different opportunities the University System provides for them. For example, the best way to prepare for an early graduation as well as means for students to take advantage of exceptional college resources such as: tutoring and counseling services, student clubs and organizations, and study abroad opportunities. I have a passion for helping other find success and a drive to make their college experience as enriching and rewarding as possible.

Section 47

Peer Mentor: Donita Battad

Peer Mentor email: dmbattad@gmail.com

About Donita: I am a 3rd year student majoring in Communication Studies with a minor in Business. I aspire to be a project manager/production manager for a business company. Other than pursuing my degree, I am also an active member of the Akbayan Pilipino Organization here on campus. I enjoy teaching and performing, which is why I like to conduct presentations and host workshops.

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) at <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. (Note: You need to have a QR Reader to scan this code.)

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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A/Composition 1, Spring 2014, Course Schedule

Note: All information in this schedule is schedule to change; notice will be emailed via Canvas

Weight	Assignment	SLO	Peer Review Date	Due Date	Word Count
5%	Diagnostic	1, 2		1/23	500
10%	Essay 1	1, 2, 3	2/4	2/6	1000
5%	Midterm 1	1, 2, 4		2/27	600
10%	Essay 2	1, 2, 3, 4	3/4	3/6	1200
15%	Essay 3	1, 2, 3, 4	4/1	4/3	1400
5%	Midterm 2	1, 2, 4		4/17	600
20%	Essay 4	1, 2, 3, 4	5/1	5/8	1500
10%	Reflective Analysis	1, 2, 3, 4	5/6	5/13	1200
20%	Homework				
100%	TOTAL				8000
Week	Tuesday		Thursday		
1			1/23 Diagnostic HW: Read the syllabus and come to class with questions		
2	1/28 Name Game Discussion: you as a writer Syllabus review Camp 14: Preface and forming groups		1/30 Camp 14: discuss Introduction and Ch1 Thesis statements FANBOYS HW: post your thesis on Canvas HW: Freewrite on Canvas, semester start		
3	2/4 Workshop: Time management Peer Review Essay 1		2/6 Essay 1 due Camp 14: discuss Ch2/3 Intro PIE paragraphs Preview <i>Writing</i> HW: Perl, pg 191 in <i>Writing</i>		
4	2/11 Camp 14: discuss Ch4/5 Intro LearningCurve More PIE HW: Post a PIE paragraph on Canvas HW Murray, pg 216 in <i>Writing</i>		2/13 Discussion: Perl and Murray Adjective Clauses Introductions HW: Post an Introduction on Canvas HW: Rose, pg 236 in <i>Writing</i>		
5	2/18 Camp 14: discuss Ch6/7 More Adjective Clauses Organization		2/20 Discussion: Rose Presentation of Intros from Canvas Different voices/audiences		

6	2/25 Workshop: Study Strategies Camp 14: discuss Ch8/9 Prep for Midterm 1	2/27 Midterm #1
7	3/4 Camp 14: discuss Ch10/11 Peer Review Essay 2	3/6 Essay 2 due Different writing situations HW: Lamott, pg. 301 in <i>Writing</i>
8	3/11 Camp 14: discuss Ch12/13 Organization HW: Sontag, pg. 315 in <i>Writing</i>	3/13 Discussion: Lamott and Sontag More Verbal phrases Conclusions HW: Diaz, pg. 319 in <i>Writing</i>
9	3/18 Workshop: Stress Management HW: Freewrite on Canvas, midpoint progress check	3/20 Class canceled HW: Activity on Canvas on Ch14/15 and King, pg. 305 in <i>Writing</i>
10	3/25 Spring Break	3/27 Spring Break
11	4/1 Camp 14: discuss Ch16-20 Peer Review Essay 3 Discussion of Essay 3	4/3 Discussion: Diaz and King Organization Fact, Opinion, and Inference E in the PIE paragraph
12	4/8 Essay 3 due Camp 14: discuss Ch21/22 Run Together Sentences (RTS) HW: X, pg. 353, and Alexie, pg 362, in <i>Writing</i>	4/10 More RTS More Fact, Opinion, Inference Integrating sources, introduction to MLA Discussion: X and Alexie
13	4/15 Workshop: Test taking Prep for Midterm 2 Camp 14: discuss Ch23-end	4/17 Midterm 2
14	4/22 Camp 14: Closing project workshop Active vs. Passive	4/24 Parallel Structure Camp 14: Closing project workshop
15	4/29 Camp 14: Closing project presentations Brainstorm and last assessment of the course and student individual progress	5/1 Peer Review Essay 4
16	5/6 Workshop: Goal Setting Reflective Analysis Peer Review	5/8 Essay 4 due Discussion of Reflective Analysis
17	5/13 Last Day of Class Reflective Analysis due	

Important dates

Wednesday	January 1	New Year's Day - Campus Closed (N)
Monday	January 20	Dr. Martin Luther King, Jr. Day - Campus Closed (K)
Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Pre-Instruction Activities (P)
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop w/o an Entry on Permanent Record (D)
Tuesday	February 11	Last Day to Add Courses & Register Late (A)
Wednesday	February 19	Enrollment Census Date (CD)
Monday-Friday	March 24-28	Spring Recess (*SPRING RECESS*)
Monday	March 31	Cesar Chavez Day - Campus Closed (CC)
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)
Thursday-Friday	May 15-16	Final Examinations (exams)
Monday-Wednesday	May 19-21	Final Examinations (exams)
Thursday	May 22	Final Examinations Make-Up Day (MU)
Friday	May 23	Grade Evaluation Day (E)
Saturday	May 24	Commencement (C)
Monday	May 26	Memorial Day - Campus Closed (M)
Tuesday	May 27	Grades Due From Faculty - End of Spring Semester (G)
Tuesday	May 27	End of Academic Year