

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A (44838), Composition 1 (GE A2), Section 24, Fall 2016**

<b>Instructor:</b>	Tommy Mouton, MFA
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<b>Office Hours:</b>	Tu/Th 10:30-11:30 a.m., and by appointment
<b>Class Days/Time:</b>	Tu/Th 1:30-2:45 p.m.
<b>Classroom:</b>	BBC 122
<b>Prerequisites:</b>	EPT of 147 or higher, passage of LLD 1 or 2
<b>GE Category:</b>	GE A2 Written Communication

### **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for regularly (at least once every other day) checking with the messaging system through MySJSU to learn of any updates. In lieu of handouts, reading materials will be uploaded to Canvas. Functioning technology (hardware), such as computers (desktops, laptops, and tablets) and printers, are necessary for successful completion of this course. Regarding software: all computers must be running on basic word processing software. On-campus wireless internet connectivity can be accessed by using your SJSU ID and SJSU Password!

### **ENGL 1A Course Description**

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations. Students, above all, will be challenged to grow, to take risks, and to dispel any and all negative preconceived notions about their skills as writers and thinkers.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

### **GE Area A2 Course Description**

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in 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.**

## **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 Learning Outcomes (CLO)**

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

### **Required Texts:**

*So What? The Writer's Argument*, Kurt Schick, Laura Schubert  
Print ISBN-13: 978-0199949076

### **Supplemental texts used:**

*The Curious Writer, Fourth Concise Edition*, Bruce Ballenger  
Print ISBN:9780205876648

SJSU Campus Handbook: *The Everyday Writer: Sixth Edition* by Andrea Lunsford (Accessed via Canvas)

ISBN-10: 1319026893  
ISBN-13: 9781319026899

*The Short Prose Reader, 13<sup>th</sup> Edition*, Gilbert Muller, Harvey S. Wiener  
Print ISBN: 978-0073383934

*Writing True: The Art and Craft of Creative Nonfiction*, Perl and Schwartz  
Print ISBN: ISBN-13: 978-0618370757

### **Materials:**

Laptop/tablet (Device to compose work in class and outside of class)  
Printer Access  
Notebook/Binder w/paper  
Pens and pencils  
One college-level dictionary  
Stapler and Highlighters  
Bradded folder (for Final Portfolio)

### **ENGL 1A Course Content**

**Diversity:** SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes. I expect you to have an open mind and respect the views of your peers, as they will respect yours. Insensitivity will not be tolerated.

**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 two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays. In this class we will write a total of *three* out-of-class essays.

**About formatting:** all out-of-class essays must be typed: (12pt. font, Times New Roman, Double-spaced, one inch margins—with your name, page numbers, and word count present somewhere on the page. Repeated failure to follow directions will result in 10% being taken from your overall grade. For further formatting rules, reference “MLA Documentation” in your course reader. *Note: all essays are graded with a rubric, per that essay’s essential rhetorical elements.*

**About revision:** In order to meet the department’s 4000 word revision requirement, you are expected to revise each essay draft. How will I know you have revised? Along with your final revised draft, you will turn in your original draft (i.e. the one with my comments). Your growth as a writer will only happen if you are in fact committed to revision. Failure to revise will negatively impact your grade.

**Reading:** Active Reading is essential to your development as a proficient thinker and writer. All assigned reading(s) must be completed prior to coming to class. Be prepared to discuss. Quizzes will often provide me the confirmation that you have read. So, be prepared!

**Extra Credit: Reading/Literary Events:** Attending one or two reading events, along with a 300-500 word write-up (worth 2 points/1 point for each event) can be used to help improve one or two poor quiz grades. Events can also be found at:

<http://www.litart.org/> (Center for Literary Arts)

<http://www.sjsu.edu/steinbeck/index.html> (Center for Steinbeck Studies)

<http://www.pcsj.org> (Poetry Center San Jose)

**Participation:** Class participation (being present; engaging in class discussions) is expected of you. An unwillingness to participate will more likely than not keep you from growing and enjoying the class.

**\*About Incomplete Work:** If any work is deemed incomplete per that assignments directions and expectations, you will be graded accordingly. The grading baseline for incomplete work will begin at 69% and reduce from there.

**Final Experience:** Your class final will consist of a comprehensive exam on all class material: textbook information; lecture notes; grammar and mechanics, etc. You must take/complete the final exam in order to pass this course!

## ENGL 1A Course Requirements

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

## Classroom Protocol

**Attendance/Professionalism:** You will arrive on time and be ready to work. Regular attendance is expected of you. If you are not present, you cannot participate. A lack of participation will adversely affect your growth as a writer and your overall grade in this course. Consider this your workplace: appropriate language, dress, and behavior is expected. Technology excuses regarding the failure to compose/type or print work will not be tolerated. Do not text or make/receive phone calls during class. Laptops/ipads, e-readers, etc., will remain off/closed during lectures, unless told otherwise. Please eat and drink prior to coming to class. In most instances, however, bottled water will be allowed. **\*About Office Hours:** You should plan on seeing me regularly (T/Th 10:30-11:30 a.m., FOB 112), especially if you are having a hard time in my class. Make the necessary time to meet with me. I am committed to helping you improve.

### About Absences/Make-up Work:

**Homework:** If you are absent when homework is due, that work can be submitted by a classmate/friend. Do not email me homework. If you cannot pass on your work to a classmate, the homework is due in my office hours by the next class day. If you do not turn in the work during my office hours, the work will not be accepted and counted as a "0". Also, if *any* homework is assigned (i.e. an addendum to what is on the syllabus) while you are absent, plan on contacting a classmate. Do not contact me.

**Quizzes:** If you are absent on a quiz day, the quiz *can* be made up. You must, however, make-up the quiz the day of the next class day you are present. In other words, if you are absent on a Tuesday, you must make-up the quiz during my office hours on Thursday and vice versa. No exceptions! For multiple quiz-day absences, you will need to make time to meet with me. *Note: Multiple quiz-day absences will result in the forfeiting of quiz grades. In other words, zero points will be awarded.*

**Essay Drafts:** If you are absent on an assigned essay's due date (the date you are scheduled to turn in the essay), the essay must be either passed on to a classmate/friend or emailed (by the class's start time) to me. The essay is only confirmation that you have completed the assignment. Upon your next class day's return, you *must* print out the assignment and turn it in during my office hours. You must make time to sit with me, during which I will leave comments on the essay. Allot at least 10 minutes for this process. *Note: Multiple absences on essay turn in days will result in significant grade reductions.*

**Peer Review Day:** As it will be advantageous for you to peer workshop on this assigned day, your presence is expected!

**Revised Essay Drafts for Grade:** If you are absent the day an essay's final revised draft is due, you must either send the essay with a classmate/friend or email the essay to me by the class period's start time. Failure to promptly email the essay to me will result in a grade reduction, typically five percentage points off the final assigned grade. So, if your essay received a 90% but was late, the grade will drop to an 85%. \*Note: For essays that are not submitted/emailed on the due date, the essay must be printed out and submitted at the start of class the next class period. An additional five percentage points (totaling 10% points) will be deducted from your final assigned grade. *Note: Multiple absences on essay turn in days will result in significant grade reductions.*

**Multimodal Presentations:** Absences on presentation days will negatively impact your grade. If you are absent the day a presentation is due, the presentation, along with its write-up, must be emailed to me no later than the class period's start time (i.e. 1:30 p.m.). Since two days will be allotted for presentations, if you were scheduled to submit the second/final day of presentations and are absent, a 10% grade reduction will occur. If you miss both presentation days and do not submit all presentation materials, you must visit my office hours, where I will make the necessary decision regarding grading. *Note: Multiple absences on presentation days will result in significant grade reductions.*

**The Comprehensive Final Exam:** You must be present. If not, you will fail the class!

## Course Assignments/What Are They Worth:

Assignment	Points	Details	GELOs	CLOs
Diagnostic Essay #1	0	1-3 paragraphs; 25 mins.	2, 4, 5	1-4, 6, 8, 9
Critical Analysis Essay #2	100	1000-1200 words	2, 3-5	1-4, 6-9
Literacy Narrative Essay #3	200	1200-1500 words	2, 3-5	1-9
Argumentative Essay #3	200	1000-1200 words	1-5	1-9
Multimodal Assignment #1 (Digital Collage)	50	1-3 slides; 4 presentation minutes	4-5	1-2, 4-5, 8
Multimodal Assignment #2 (Grammar)	50	8-10 slides; 4 presentation mins	4-5	1-2, 4-5, 8-9
Multimodal Assignment #3 (Rhetoric)	50	Medium of choice (i.e. presentation software, movie maker software)	4-5	1-2, 4-5, 8
Multimodal Assignment #4 (Critical Analysis)	50	Found mediums (print or digital)	4-5	1-2, 4-5, 8
Homework	50	5 total assignments @ 10 points per	1, 3-5	1-9
Quizzes	100	4 total quizzes, @ 25 points per	1, 3-5	1, 4, 7-9
Portfolio + Reflective Response	50	1 bradded folder + class assignments + reflective write-up (600-800 words)	1-3, 5	1-4, 6-9
Comprehensive Final	100	All lectures, class readings, etc.	1, 4-5	1, 2, 4, 7-9
	<b>1000 Total points</b>			

## Grading Policy:

**Grading:** A-F. “This course must be passed with a C- or better as a CSU graduation requirement.” A passing grade in the course signifies that you, the student, is a capable college-level writer and reader of English

A+ (100-97)	A (96-94)	A- (93-90)
B+ (89-87)	B (86-84)	B- (83-80)
C+ (79-77)	C (76-73)	C- (72-70)
D+ (69-67)	D (66-64)	D- (63-60)
F (0-59)		

*Note: I do not round up final grades. In other words, an 89.9 % is a B+*

- 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 to construct sentences distinguished by syntactic complexity and variety. **Such essays will be essentially free from 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 weaknesses 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. **A “C-” essay will consistently have grammatical, mechanical, and usage errors that, however, are not as serious as a “D” essay but ultimately hinder the essay’s overall effectiveness.**
- 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 too 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/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- 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.

“**University Policies:** Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.**”

You may find all syllabus related University Policies and resources information listed on GUP’s **Syllabus Information web page** at <http://www.sjsu.edu/gup/syllabusinfo/>

# English 1A: Fall 2016

## Course Schedule

*Note: I will teach to your needs. This schedule is subject to change. When the need arises, I will make the necessary amendments to this schedule. Updates to homework, quizzes, presentations, and essay due dates will occur at least a class period before the newly revised due date, via in-class verbal notification and via Canvas reminder message.*

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
1	Th 8/25	Course introductions Syllabus Review Student Introductions Complete Diagnostic Essay #1	Buy Textbook Log on to Canvas and view <i>The Everyday Writer</i> Read from Ch.2 <i>The Curious Writer</i> (39-60) Complete HW#1 (10 pts.): Exercise 2.5, Steps 1-4 (TCW, 57-60)
2	T 8/30	Ch. 2 Discussion: the inquiry question, purposes for academic reading, reading situations/ rhetorical choices, reading perspectives + Interpretation: "What might be the meaning of this?"	Study for Quiz #1
2	Th 9/1	Quiz #1 Found mediums/genres analysis samples + Critical Analysis Digital Presentation Directions	Complete Critical Analysis digital presentation + write-up
3	T 9/6	Begin Critical Analysis digital presentations * Return Diagnostic Essay	Breathe...
3	Th 9/8	Complete Critical Analysis digital presentations	Read Critical Analysis student sketch Complete HW#2 Ballenger's "Narrowing Down" bullets 245-246)
4	T 9/13	See student final revised analysis essay Inductive Reasoning + Critical Analysis Essay elements Methods of Development	Complete Critical Analysis Essay #2 Draft (500-600 words)
4	Th 9/15	Critical Analysis Draft Due! Revision Discussion + Sourcing	Complete Grammar Tutorial HW#3 (10pts.)

<b>Week</b>	<b>Date</b>	<b>In-Class Topics and Due Dates</b>	<b>Next Class Period's Readings/Homework and Assigned Essays</b>
5	T 9/20	Introduction to Lunsford's <i>The Everyday Writer</i> : Common Writing Errors  Intro. to Grammar Rubric  *Return Critical Analysis Draft	Bring laptop/tablet + a copy of diagnostic essay
5	Th 9/22	Introduction to Common Writing Errors Presentation + Begin working on Common Writing Errors Presentation	Complete Common Writing Errors Presentation Share Presentation with Prof. Mouton Bring Write-up hardcopy to class  *Bring laptop/tablet
6	T 9/27	Common Writing Errors Presentation Due!  Work on Critical Analysis + conference w/Prof. Mouton	Work on Critical Analysis Revisions
6	Th 9/29	Work on Critical Analysis + conference w/Prof. Mouton	Complete Critical Analysis Essay #2 (1000-1200 words) + Prepare for presentation (familiarize oneself with slide order, aural delivery, etc.)
7	T 10/4	Critical Analysis Essay #2 Due  Begin Common Writing Errors Presentations	Breathe....
7	Th 10/6	Complete Common Writing Errors Presentations	Study for Quiz #2 + Read literacy narrative sample(s)
8	T 10/11	Quiz #2  Introduction to Literacy Narrative + Narrative elements + Methods of Development	Complete Literacy Narrative Essay #3 Draft (500-600 words)  Bring laptop/ tablet
8	Th 10/13	Literacy Narrative Draft Due!  Introduction to Literacy Narrative digital collage	Complete Literacy Narrative Digital Collage + Write-up Share Digital Collage with Prof. Mouton
9	T 10/18	Begin Literacy Narrative collage presentations	Breathe....
9	Th 10/20	Complete Literacy Narrative collage presentations	Study for Quiz #3 Bring laptop/tablet
10	T	Quiz #3	Revise Literacy Narrative

<b>Week</b>	<b>Date</b>	<b>In-Class Topics and Due Dates</b>	<b>Next Class Period's Readings/Homework and Assigned Essays</b>
	10/25	Revise Literacy Narrative + Conference w/Prof. Mouton  *Return Literacy Narrative w/comments	
10	Th 10/27	Introduction to Rhetoric/ Argumentation: Discuss elements of argument+ rhetorical appeals and fallacies + Subjective vs. Objective voice + Methods of Development	Complete Literacy Narrative Essay #3 (1000-1200 words) + Read Argumentative Essay-TBD (Complete HW#4 DEJ)
11	T 11/1	Literacy Narrative Due!  Lecture from Ch. 1 and 2 from <i>So What: The Writer's Argument</i>  Introduction to The Digital Argument/ Multimodal assignment from <i>The Everyday Writer</i>	Sample Student Digital Arguments (links TBD)  Bring Laptop/tablet
11	Th 11/3	View more Student Digital Arguments  Choose Digital Argument Topic  Work on digital argument	Complete Digital Argument + Write-up  Share Digital Argument with Prof. Mouton
12	T 11/8	Begin Digital Argument Presentations	Breathe....
12	Th 11/10	Complete Digital Argument Presentations  *Workshop Group Assignments to be posted	Complete Argumentative Essay #4 Draft (500-600 words)  Print Copies
13	T 11/15	Argumentative Essay Draft Due!  Workshop!	Complete Peer workshop review/write-up (HW #5)- 10pts.  Print out peer review/write-up for peer(s) and Prof. Mouton

<b>Week</b>	<b>Date</b>	<b>In-Class Topics and Due Dates</b>	<b>Next Class Period's Readings/Homework and Assigned Essays</b>
13	Th 11/17	Peer Review Due! Revision: Ballenger's 5 draft problem areas + Using and Citing Sources/ Plagiarism *Return argumentative essay with comments	Begin revising argumentative essay (1200-1500 words) Bring laptop/tablet
14	T 11/22	Work on argumentative essay + conference w/Prof. Mouton	Continue revising argumentative essay (1200-1500 words)
14	Th 11/24	CAMPUS CLOSED	BE THANKFUL: HAPPY THANKSGIVING! Continue revising argumentative essay Bring laptop/tablet
15	T 11/29	Work on argumentative essay + conference w/Prof. Mouton	Bring laptop/tablet
15	Th 12/1	Work on argumentative essay + conference w/Prof. Mouton	Complete Argumentative Essay #4 (1200-1500 words)
16	T 12/6	Argumentative Essay #4 Due! Introduction to Final Portfolio + Write-up Comprehensive Final Review	Study for Quiz #4 Bring laptop/tablet
16	Th 12/8	Quiz #4 Work on Final Portfolio + Write-up	Complete Final Portfolio + Write-up
17	T 12/13	Final Portfolio + Write-up Due!	Study for Final!
Final	F 12/16	Comprehensive Final Exam BBC 122 @ 12:15-14:30 a.m.	Happy Holidays!

## Fall 2016 Important Dates

<b>Wednesday, August 24</b>	First day of Instruction
<b>Monday, September 5</b>	Labor day - Campus Closed
<b>Tuesday, September 6</b>	Last day to Drop a Class without a "W" grade
<b>Tuesday, September 13</b>	Last day to Add Last day to submit <a href="#">Audit option(PDF)</a> Last day to submit <a href="#">Credit/No Credit grading option(PDF)</a> Last day to submit <a href="#">Instructor Drops(PDF)</a>
<b>Wednesday, September 21</b>	Enrollment Census Date
<b>Saturday, October 1</b>	<b>Spring/Summer 2017</b> Graduation Application deadline for Undergraduate students (for 1 semester priority registration) <b>Fall 2017</b> Graduation Application deadline for Undergraduate students (for 2 semester priority registration)
<b>Friday, November 11</b>	Veterans Day - Campus Closed
<b>Thursday, November 17</b>	Last Day to Withdraw - <a href="#">Withdrawal from the Semester Request on AARS website</a>
<b>Thursday, November 24 - Friday, November 25</b>	Thanksgiving Holidays - Campus Closed
<b>Monday, December 12</b>	Last day of Instruction
<b>Tuesday, December 13</b>	Faculty Web Access for Fall Grade Posting Opens at 8am

<b>Wednesday-Friday, December 14-16 &amp; Monday-Tuesday, December 19-20</b>	Final Exams (Exam Schedule)
<b>Friday, December 23</b>	Fall 2016 Grades Due from Faculty (Preliminary Deadline)
<b>Saturday, December 24</b>	Fall 2016 <a href="#">Grades Viewable on MySJSU(HTML)</a>
<b>Tuesday, December 27 – Tuesday, January 24</b>	Winter Recess
<b>Monday, December 26</b>	Holiday observed - Campus Closed