

San José State University

English 1A: Composition I

Fall 2010

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Office Hours:	MW 11:45-1:15 pm
Class Time and Location:	Section ENGL 1A-72, F 12:00 - 2:45 pm Sweeney Hall 411
GE/SJSU Studies Category:	GE Area A2

Course Guidelines: 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.

English 1A Course Objectives / Goals

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).

Section Description: The class is the first course in the two-semester lower-division composition sequence and provides students intensive practice in developing college-level reading abilities and rhetorical sophistication in different writing styles. Through reading and writing about socially engaging issues such as poverty, gay marriage, racial injustice, education, and environmental crises, the course seeks to provide a supportive context for students to grow as writers by discovering their “personal voice” on the one hand and to communicate their understanding and opinions to the readers using the more formal attitudes and demands of academic writing on the other.

English 1A Student Learning Outcomes (G.E. Area C2)

- SLO1: 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).
- SLO2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.
- SLO3: 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.
- SLO4: Students shall write complete essays that demonstrate the ability to write for different audiences.

English 1A Content Objectives

The following Content Objectives are specific to Area C2:

- Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing.
- The number of writing assignments and their careful sequencing are as important as the total number of words written. Eight to ten essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments.
- Although the majority of papers will be written outside of class, at least three essays shall be written in class.
- Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing. Comments shall encourage and acknowledge student success as well as note problems and suggest ways to improve.
- Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and special audiences.

Course Content

- **Writing:** Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. At least eight essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required. This minimum requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments. However, it can include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not a simple “correcting” of mechanical errors noted on the original. At least three (but no more than four) essays shall be written in class.

All eight essays must be completed to pass the course. Four out of these eight essays shall be written in class in blue books. The first will be a diagnostic essay. Out-of-class essays must be typed, double-spaced, and follow MLA format (12 pt. font, one-inch margins on all sides) and be titled, page-numbered, and stapled. Electronic submissions are not permitted.

- **Reading:** Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences.
- **Research:** English 1A may initiate students in the use of the library, but library research is not a required element of the course.
- **Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.
- **Tutoring:** Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center. Refer to the *Tutoring* section under *University Policies* of the greensheet for more information.
- **Course Materials:** A dictionary, a rhetoric, and a handbook and an anthology that contains analytical, critical, and argumentative essays are appropriate materials to require of students.
- **The University Essay Final Exam:** A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course. The final exam will be held on **Saturday, December 4, 2010 at 8 am.**
- **Grading:** A-F. This class must be passed with a C or higher to move on to English 1B (C- is not acceptable for 1B). A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

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. 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.

Required Texts

- Warner & Hilliard, *Visions Across the Americas*, 7th Ed. (ISBN # 978-1-4282-6377-2) [VA]
- Hacker, Diana, *Rules for Writers*, 6th Ed. (ISBN # 978-0-312-47278-8) [RW]
- A college-level dictionary
- A notebook to write responses for each assigned reading
- 4-8 large bluebooks for in-class essays
- 1-2 yellow examination booklets for the final exam

Classroom Protocol

Class Participation

1. **All reading must be completed by the beginning of each class period.** Please come prepared with questions and ideas on the reading assignments for each class.
2. Homework will be assigned each day in the form of readings, written responses to the readings, or grammar exercises. These are intended to give you extensive practice in writing.
3. Reading responses encourage you to engage actively with the text and to reinforce the symbiotic connection between reading and writing, and therefore, must be completed for each class meeting.
4. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade.
5. **Late papers will not be accepted. No faxed or e-mailed papers will be accepted.** Please hand in your assignments in class on the dates that they are due.
6. Homework assignments and quizzes cannot be made up.
7. In-class essays may be made up with an authentic medical excuse.
8. **Use of laptops, cell phones, and portable musical devices is strictly prohibited during class. Infractions will result in severe penalties.**
9. Please do not bring food to class. Covered drinks are acceptable.

Attendance

Since discussion and participation is an important component of this course, students should attend class regularly. All in-class writing and contribution towards discussion will count towards your participation grade. Absences and/or tardiness may, therefore, affect your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered. To this purpose, please obtain names and e-mail addresses/phone numbers of at least three of your classmates.

Student Conferences

Students are required to meet with the instructor for an individual conference at least once during the semester to discuss their writings and progress in the course. These conferences will be scheduled ahead of time. You are expected to see me often during the semester—not just when I mandate student conferences.

Assignments and Grading Policy

Reading: English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class, and each reading will be accompanied by some form of writing. Most of the assigned essays will be based on these readings as well. It is therefore imperative that you complete each reading before class and bring your textbook and reading responses to every class meeting.

Quizzes: There will be quizzes and in-class writings to check for your understanding of the readings. **These must be taken in class and cannot be made up.**

Reading Responses: Reading responses will be collected periodically throughout the semester. These responses will be journal entries (half to one page) in which you record analysis, thoughts, opinions, questions, and personal reactions to the texts. These should **not** be summaries but demonstrate some interaction with the reading. Each entry should be dated and brought to class every meeting. **Reading responses will not be accepted late.**

Workshops: Peer collaboration is an important component of the writing process and group workshops will be held periodically. **Missed workshops cannot be made-up.**

Reports: Each student will be required to submit one written, researched report on an author on the day he/she is being discussed in class. These will include five-minute presentations on writers of assigned selections. Students will also be expected to generate class discussion based on the reports/readings. **Missed reports cannot be made up.**

Opportunities for extra credit will be announced at various times during the semester.

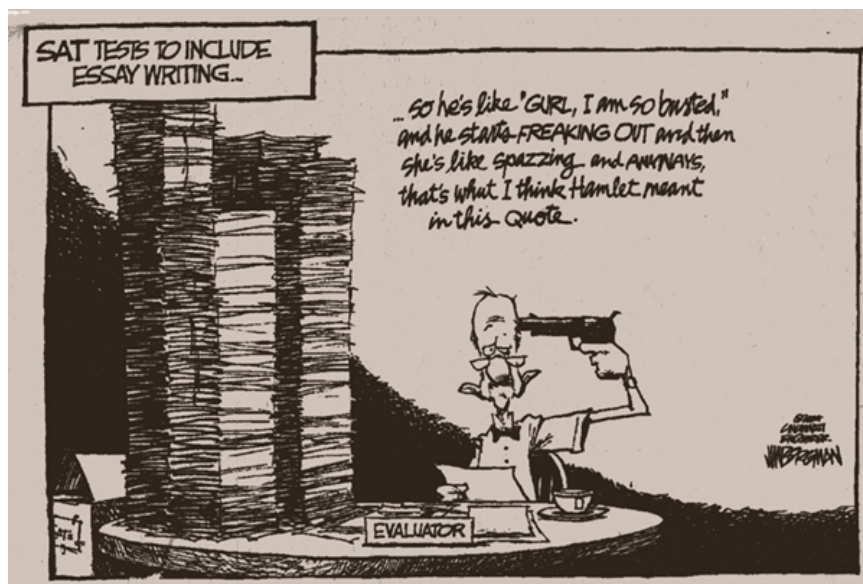
Essays: There are 8 required essays—four in-class, four out-of-class—and **you must complete all 8 essays in order to pass the course.** The first diagnostic essay is not counted in your course grade. Expect to produce a *minimum* of 8,000 words during the semester. This is a writing course; expect to write every week!

- **Formal Out-of-class essays:** These must be 4-5 pages long (at least 1200 words, aim for 1200-1500 words), typed, double-spaced, spelling and grammar checked. **No late formal essays will be accepted.**
- **In-class essays:** These must be 800-1000 words long and written in a blue book, available for purchase in the Spartan Bookstore or Robert's. you may use a dictionary and a blue or black pen. Don't miss class on these days. **In-class essays cannot be made up unless you get prior permission from me, which I will give only in cases of emergency.**

Grading:	Four Formal Essays (SLO 1,2,3,4)	45%
	Three In-class Essays (SLO 1,2,3,4) (Diagnostic not included)	15%
	Quizzes, reports, workshops, class participation (SLO 1,3)	20%
	Final Exam (SLO 1,2,3,4)	20%

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). 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. Grades issued will represent a full range of student performance (no extra credit offered) 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 descriptably 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.



“To be a writer is to sit down at one's desk in the chill portion of every day, and to write; not waiting for the little jet of the blue flame of genius to start from the breastbone – just plain going at it, in pain and delight. To be a writer is to throw away a great deal, not to be satisfied, to type again, and then again, and once more, and over and over...”

- John Hersey

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

SJSU Academic Integrity Policy / Plagiarism

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit), regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy. All instances of violating the Academic Integrity Policy will be reported to the Dean of Student Services.

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 DRC (Disability Resource Center) to establish a record of their disability.

Tutoring

SJSU provides students with free tutoring at the Learning Assistance Resource Center (LARC) and at the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use these services; it is a common myth that these services are for "dumb" students, but no published author made it without another pair of eyes on her/his work. LARC is located under the 10th Street parking garage in SSC 600. (408) 924-2587

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 is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

ENGL 1A – Composition I, Spring 2010 Course Schedule

All readings are assigned from *Visions Across the Americas*. All readings, assignments, essays, etc. are **DUE ON THE DAY LISTED**. Please bring the textbook and *Rules for Writers* to class everyday. Remember to bring blue books and ink pens for all in-class essays.

Date	Topics, Readings, Assignments, Deadlines
F Aug 27	Introduction, Syllabus review, Course overview Homework: <i>Modern Marriages</i> p. 31
F Sept 3	Homework Due Essay #1: In-class Diagnostic –1000 words (SLO 1,2,3,4) Bring blue book. Communicating is Language at Work (pp. 1 – 35), Mora (pp. 36-39), Tan (pp. 46-52)
F Sept 10	<i>Narration</i> (pp. 53-55), Walker (pp. 65-71), Ngan (pp. 72-78), Villanueva (pp. 79-86) Assign Essay #2
F Sept 17	Due: Essay #2: Formal – Narration – 1200 words (SLO 1,2,3,4) <i>Description</i> (pp. 98-101), Hughes (pp. 101-106), Angelou (pp. 106-111) Barrett (pp. 112-121), Steinbeck (pp. 136-148) In-class group writing (SLO 1,4)
F Sept 24	<i>Illustration and Example</i> (pp. 150-153), Giovanni (pp. 159-164), Chiu (pp. 164-168) Ericsson (pp.180-188), Leong (pp. 175-190) Grammar exercises (SLO 3)
F Oct 1	Essay #3: In-class – Description/Illustration – 800 words (SLO 1,2,3,4). Bring blue book. <i>Definition</i> (pp. 190-193), Parker (pp. 194-200), Asimov (pp. 200-204) Rodriguez (pp. 207-213), Bannerjee (pp. 214-220)
F Oct 8	<i>Process Analysis</i> (pp. 228-230), Malcolm X (pp. 248-252), Ng (pp. 258-265), In-class group writing workshop (SLO 1,4)
F Oct 15	Due: Essay #4 – Group Process Analysis - 800 words (SLO 1,2,3,4) Midterm conferences Assign Essay #5
F Oct 22	<i>Comparison and Contrast</i> (pp. 267-272), Ehrenreich (pp. 273-277), Lam (pp. 277-281), Britt (pp. 287-292) Draft of Essay #5 due. Peer editing workshop on essay #4 (SLO 1,2,3,4) Midterm conferences (continued)

Date	Topics, Readings, Assignments, Deadlines
F Oct 29	<p>Due: Essay #5: Formal – Comparison and Contrast – 1200 words (SLO 1,2,3,4)</p> <p><i>Division & Classification</i> (pp. 308-309), King, Jr. (pp. 310-314), Davis (pp. 320-324), Shulman (pp. 325-329), Swanson (pp. 330-344)</p> <p>Midterm conferences (continued)</p>
F Nov 5	<p><i>Cause and Effect</i> (pp. 352-354), McGuire (pp. 355-359), Ray (pp. 359-364)</p> <p>Higashi (374-378), Toufexis (pp. 378-385)</p>
F Nov 12	<p>Essay #6: In-class essay - Cause and Effect – 1000 words (SLO 1,2,3,4)</p> <p><i>Argumentation</i> (pp. 436-442), Fissel (pp. 476-483), Baraka (pp. 452-456)</p> <p>Laycock (pp. 461-470)</p> <p>Assign Essay #7</p> <p>Thesis Statements (SLO 1,4)</p>
F Nov 19	<p>Essay #8: In-class – Final Essay Practice – 1000 words (SLO 1,2,3,4)</p> <p>Draft of Essay #7 due. In class peer review workshop. (SLO 1,2,3,4)</p>
F Nov 26	<p>Thanksgiving Break – No class</p>
F Dec 3	<p>Due: Essay #7: Formal – Argument – 1200 words (SLO 1,2,3,4)</p> <p><i>Persuasion</i> (pp. 486-489), Barry (pp. 499-504), McGinley (pp. 494-498).</p> <p>Vidal (pp. 489-493), Henderson (pp. 514-523)</p> <p>Discuss exam strategies.</p>
Saturday Dec 4	<p>Final Exam</p> <p>8 am, venue to be announced</p> <p>Bring yellow final exam book, dictionary, and pens.</p>

Note: There may be modifications / additions to the syllabus as warranted by the needs of the class and will be announced ahead of time.