

**San Jose State University—Department of English and Comparative Literature**  
**English 1A – Fall 2012**

**GE Category:** Written Communication A2

<b>Instructor:</b>	<b>Dalia Sirkin</b>	<b>Email:</b>	Dalia.Sirkin@sjsu.edu
<b>Telephone:</b>	408-924-5089	<b>Office:</b>	Faculty Offices Building 109
<b>Section:</b>	9	<b>Course:</b>	40401
<b>Class Days/Time:</b>	MW 9:00-10:15	<b>Classroom:</b>	SH 414
<b>Section:</b>	26	<b>Course:</b>	42368
<b>Class Days/Time:</b>	MW 10:30-11:45	<b>Classroom:</b>	SH 413

**Office hours:** M from 12:00-2:00 and by appointment

**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 Student Learning Objectives**

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:**

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.

### **Information available online**

**You are responsible for reading the following information online at **HYPERLINK** "<http://www.sjsu.edu/english/comp/policyforsyllabi.html>"**

### **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-324.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.

### **University Policies**

#### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). 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 website for [Student Conduct and Ethical Development](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 DRC (Disability Resource Center) to establish a record of their disability.

- Required Texts and materials** Cohen *50 Essays A Portable Anthology 3<sup>rd</sup> edition*  
Hacker *The Bedford Handbook* Bedford St. Martin  
*American Heritage* dictionary  
4 large size green books (one for each in class essay)  
2 yellow books for the final exam (Saturday, 12/8, 8am)

### **Course/Classroom Protocol**

- Before you enter our classroom, please turn off your mobile phone, your iPod, and anything that may distract you from the day's work. Texting is not permitted at any time. Be on time, or a few minutes early.
- You are expected to attend all your class meetings, not only because you are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.
- Should you miss class, please contact a student in the class to learn about assignments, lecture notes/classroom activity.
- Revisions, out of class essay's thesis, draft, and final draft are due at the beginning of class. I shall not accept written assignments via email.
- Late work policy: In fairness to all students, any assigned work that is turned in late (without reasonable excuse) receives an "F."
- Always bring the required reading to class.

### **Assignments and 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.

**Reading:** Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences. Students will have reading assignments for every class session. You must read the works IN ADVANCE for that day's lecture-discussion. Some of the reading may be challenging and may require more time than expected. Before discussing it in class, read each assigned reading twice. The first time through, read quickly, to get the general sense of what the piece is about and what the writer is doing. Then read it through a second time, this time working more closely and deliberately with the text, focusing on those sections that seem difficult or puzzling. *Read with a pen or pencil, marking the text in a way that will help when going back to it: underline or highlight, ask questions, make responses, make connections. Look up all words and terms you could not readily define.*

**Writing:** In addition to the diagnostic, you will write seven essays--three in class, three revisions, and one out of class. You must use MLA (Modern Language Association) format for all out of class assignments. Also, you will take a midterm and write composition exercises and impromptu responses (free write).

**In class-essays** (25%) should be written in as legible a manner as possible in blue or black ink. They should be about three pages long. Write essay on the right side leaving the left side of the green book blank. Once I return the green book, number your errors on the right page—always

beginning with #1 on each page—correct only the marked errors (you must consult *The Bedford Handbook*) on the blank left side giving them the corresponding number.

**Revisions (25%)** A major revision is defined as a significant rethinking and reworking of an assignment, and not only correcting grammatical or structural mistakes noted on the original. It consists of reexamining and improving the work of the in-class essays, and it may include reevaluating the thesis, the supporting evidence, and the structure. It is graded on ideas, clarity, style, and correctness. It must be typed, double-spaced, in a font no greater than 12 point with margins no greater than 1 and ½ inches, stapled, and is due at the beginning of class. Resubmit the green book with the typed revision (900 words) and write the word count on your essay.

**Out of class essay (10%)** Your draft should be 700 words, two thirds of the final essay. It must be typed, double-spaced, in a font no greater than 12 point with margins no greater than 1 and ½ inches. It must be stapled and is due at the beginning of class. The word count for this essay should be approximately 1100 words. Write the word count on your draft and on your final essay. Attach the thesis statement, the peer edit worksheet, and the rough draft to the back of your final paper. **Essays that do not have all 3 attachments to the final draft receive an F.**

**Midterm (10%)** The midterm involves 2 parts each worth 50%: Part I asks you to edit sentences to correct grammar errors, define vocabulary, identify terms. In Part II you will respond to and analyze some passages from the assigned reading.

**Quizzes (10%):** Quizzes should be written in ink and are always at the beginning of class. They will cover the material for that week only. They involve writing brief essay responses from the assigned reading, knowing vocabulary, as well as whatever we have talked about in class and whatever I put on the board. If you are late to class, take a seat to your immediate left as you enter. If I am still handing out the quiz when you enter, you may take the quiz. If I have already handed the quiz out, you may NOT take the quiz and will receive an F.

**The University Essay Final Exam:** A common essay final, graded holistically, shall count 20% toward the course grade. Each semester, a single university-wide final will be developed by the English Department Composition Committee around a college-level reading passage. 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.

Final grades will be determined as follows:

Diagnostic in class essay -- 3-4 pages, 600 words	0%
3 In class essays – 3-4 pages, 600 words each	25%
3 Revisions – 4-5 pages, 900 words each	25%
Out of class essay –1100 words	10%
Midterm – 600 words	10%
5 Quizzes	10%
<b>Department final exam Saturday, 12/8, 8:00 am</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

### **Calendar of class work and assignments**

Changes may be made to this schedule as necessary and will be announced in class. Some

additional reading in the form of handouts will be required.

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	W 8/22	Course introduction
2	M 8/27	Adler, “How To Mark a Book” (handout) Purchase books and supplies
	W 8/29	<b>Diagnostic essay—Bring large green book, LO 1, 2</b> The Writing process, 8-10, Essay introduction 463, Thesis 465-6
3 Narration	M 9/3	<b>Labor Day—Campus closed</b>
	W 9/5	Orwell, “Shooting an Elephant” 284 Diagnostic essays returned Free write (100 w)
4	M 9/10	Kingston, “No Name Woman” 221 Topic sentence and transitions, 466 <b>Corrected diagnostic LO 3</b>
	W 9/12	Hughes, “Salvation” 179 Quiz #1 Composition step I: Summary writing (100 w)
5 Description	M 9/17	<b>1<sup>st</sup> in class essay—Bring large green book LO 1, 2</b> Woolf, “Death of A Moth” 448
	W 9/19	Vowell, “Shooting Dad” 412 Free write (100 w)
6 Process	M 9/24	Eighner, “On Dumpster Diving” 146 Graded 1 <sup>st</sup> in class returned Quiz #2 Free write
	W 9/26	Alexie, “The Joy of Reading and Writing: Superman and Me” 15
7 Example	M 10/1	Ascher, “On Compassion” 46 <b>Revision of 1<sup>st</sup> in class (900 w) &amp; corrected green book</b> LO 1, 2, 3, 4 Composition step II: Generating and organizing ideas LO 1 (200 w)
	W 10/3	Schlosser, “Kid Kustomers” 353 Quiz #3
8 Classification	M 10/8	Sanders, “The Men We Carry in Our Minds” 346 Graded 1 <sup>st</sup> revision returned Composition step III: Introduction and thesis LO 1 (150 w)
	W 10/10	Tan, “Mother Tongue” 396

9	M 10/15	<b>2<sup>nd</sup> in class essay—Bring large green book, LO 1, 2, 3</b> Ericsson, “The Ways We Lie” 159
	W 10/17	Rose, “I Just Wanna Be Average” 331 Free write (100 w)
10 Comparison & contrast	M 10/22	Baldwin, “Notes of a Native Son” 50-70 Graded 2 <sup>nd</sup> in class returned Composition step IV: Developing paragraphs LO 1 (250 w)
	W 10/24	<b>MIDTERM—LO 2, 3</b> Topic for out of class essay assigned
11  Cause and effect	M 10/29	Rodriguez, “Aria: Memoir of a Bilingual Childhood” 307 Free write (100 w)
	W 10/31	Buckley, “Why don’t We Complain?” 76 <b>Revision of 2<sup>nd</sup> in class (900 w) &amp; corrected green book</b> LO 1, 2, 3, 4
12	M 11/5	Staples, “Just Walk on By: Black Men . . . “ 383 Paired activity: <b>Thesis statement due (bring 2 copies)</b> Free write (100 w)
	W 11/7	Klinkenborg, “Our Vanishing Night” 234 Quiz #4 Graded 2 <sup>nd</sup> revision returned Composition step V: conclusion (100 w)
13	M 11/12	<b>Veterans Day--Campus closed</b>
	W 11/14	<b>3<sup>rd</sup> in class essay—Bring large green book, LO 1, 2, 3</b> Pollan, “What’s Eating America” 300
14 Argument	M 11/19	Johnson, “Games” 196 Peer Edit: <b>Argument rough draft (700 w) bring 2</b> <b>copies—Lo 1, 2, 3, 4</b>
	W 11/21	Swift, “A Modest Proposal” 387
15	M 11/26	King, “Letter from Birmingham Jail” 203 <b>Argument essay due (1100 w) LO 1, 2, 3, 4</b> Graded 3 <sup>rd</sup> in class returned
	W 11/28	Jefferson, “The Declaration of Independence” 187 Free write (100 w)
16	M 12/3	Sontag, “Regarding the pain of Others” 373 <b>Revision of 3<sup>rd</sup> in class (900 w) &amp; corrected green book—</b> LO 1, 3, 4
	W 12/5	Sedaris, “A Plague of Tics” 359 Preparation for final exam—study sheet Quiz #5 Free write (100 w)

<b>FINAL EXAM (location TBD)</b>	<b>Sat 12/8, 8:00</b>	<b>Bring 2 yellow examination booklets, dictionary, pens, and highlighter</b>
17	M 12/10	Course wrap-up Graded 3 <sup>rd</sup> revision returned

**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.

**Learning Assistance Resource Center:** The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development LARC website is located at <http://www.sjsu.edu/larc/>.

**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. Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>