

**San José State University**  
**English Department**  
**English 1a, Fall 2012: Sections 13 and 35**

<b>Instructor:</b>	Linda Lappin
<b>Office Location:</b>	Faculty Offices building room 105
<b>Telephone:</b>	(408) 924-4601
<b>Email:</b>	Linda.lappin@sjsu.edu
<b>Office Hours:</b>	M/W 10:30-11:30, 2-3pm, and by appointment
<b>Class Days/Time:</b>	Monday and Wednesdays: <u>Section 13</u> from 9am to 10:15 <u>Section 35</u> from noon to 1:15
<b>Classroom:</b>	Section <u>13</u> is in <u>Engineering 301</u> Section <u>35</u> is in <u>Music 211</u>
<b>GE/SJSU Studies Category:</b>	Written Communication A2

**Desire 2 learn (D2L)**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our D2L page. You will receive more information on this link in class.

**Required Texts/Readings**

**Textbook**

Hjortshoj, Keith The Transition to College Writing, 2<sup>nd</sup> Ed.

**Other Readings**

Most other readings are in the Content area in Desire2Learn.com

**Other equipment / material requirements**

- Computer with internet access (for using D2L and other assignments)
- Printer—keep lots of ink!(printer problems not accepted)
- Composition notebook and binder paper for class work
- Flash drive for work done in IS134 (computer room)
- All essays must be turned in to D2L in MS word. [www.sjsu.desire2learn.com](http://www.sjsu.edu/desire2learn)

For more information about policy and course requirements go to the English Department website at: <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

**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.

## **What is special about this section of English 1A?**

Because I am a contemplative, our work in this course will be both an exploration of our selves, through meditation (only a few minutes), journaling, and personality tests.

We will also tackle global and/or local issues with a focus on critical thinking and understanding of the depth of these issues (causes and conditions).

We will write about those topics--a lot. The college requires 32 pages of writing from you--not including journals and quizzes! But this course is designed to make your writing happen for a purpose; not just to fill pages.

The articles, quotes, videos, and audio sources used in this class are intended for adult audiences. The vocabulary will be both technical and academic. The topics will be multi-layered and include philosophical, scientific, environmental, and industry-related points of view.

This course, these two sections (13 and 35) will end in a portfolio of your completed (revised) essays; with a reflection on your writing process and progress as a final exam.

**You will not take the final exam.**

## **Course Goals and Student Learning Objectives**

### **Course Goals**

By the end of this semester you shall demonstrate your writing competence in complete essays that reveal 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).

NOTE: This is not to say that you arrived on campus without many of these competencies—this class may be an opportunity for you to further improve these objectives.

### **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.

### Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

### Classroom Protocol

You will come to class on time--both awake and willing to engage. Respect yourself and your fellows by contributing in every way you can to your own education. Bring your book, the article you are working on, and your binder with course handouts to every class!

Electronics are allowed if not abused. No cell phones, texting, or sleeping.

**Make doctors appointments for days you don't have 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.

#### Grades will be assigned by points as follows:

A =	920- 1000	A- =	890- 919
B+ =	860- 889	B =	820- 859
B- =	790- 819	C+ =	760- 789
C =	720- 759	C- =	690- 719
D+ =	660- 689	D =	620- 659
D- =	590- 619		

### 1A Reflective Analysis Assignment

This assignment is designed to get you thinking about what kind of writer you are, how you best learn writing essentials and techniques, and what you can do to improve your writing in the future. This type of assessment falls under the category of *reflective learning*. It's the type of learning that starts *after* the fact, when the course enters its final weeks and nearly all your essays have been revised and turned in for a grade. What better time to reflect on what you've accomplished?

For this assignment, you are being asked to write a *process analysis*, or *reflection*, of your writing. The goal is to discover something new about you as a writer and thinker. Along with the process analysis, you will need to embed relevant examples that highlight your process in writing an essay and evaluating, work-shopping, editing and revising that same essay. These examples must be included in the paragraphs in your essay, not attached as an appendix. **Remember, the focus here is on the process and not the product.**

**Process Analysis/Reflection:** Consider your strengths and weaknesses as a writer when you began English 1A. Think about what you learned over the semester and what skills you will use in future coursework and beyond. **Write a 1000-1200 word essay that analyzes your writing and yourself as a writer. Your response must be in standard essay format, NOT numbered or Q&A format.** You can address the topics in any order that helps you make your point. Include the word count at the end of your essay.

The specific prompt for the reflective essay will be posted in D2L at the midpoint in the semester.

<b>Assignments</b>	<b>Points</b>
<b>Essays</b>	
1. Self assessment—Diagnostic ( <b>E1</b> ):	12
3 typed pages; <b>SLO 1-3</b> ;	
Grade given represents assessment of work done but is not counted in course grade	
2. Change or Die ( <b>E2</b> )	
4 typed pages; 1000 words; <b>SLO2</b>	
first draft: final version all content and organization has been peer reviewed	75
last draft: assessed by instructor and suggestions reviewed with author	100
3. Global/local issue --cause( <b>E3</b> )	
at least 5 pages; 1250 words; <b>SLO 1-3</b> ;	85
Assessed and Revised	100
Presentation on causes	20
4. Solution ( <b>E4</b> )	
at least 5 pages; 1250 words; <b>SLO 1-3</b> ;	100
Assessed and Revised	150
Presentation on solutions	20
<b>Portfolio work</b>	
4. Final Reflection (final exam) on writing and reading practice ( <b>E5</b> )	
at least 3-5 typed pages (750-1250 words) <b>SLO 1-4</b>	100
5. Portfolio itself: how well gathered and organized (esthetics)	30
<b>All other course work</b> (participation, etc totaling 208 points)	
class work (based on participation in group work, etc)	98
Journals (20pnts each time collected)	60
Presentations on chapters (each)	20
Peer review work (10 points each)	30
<b>TOTAL POINTS POSSIBLE</b>	<b>1000</b>

### **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. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

### **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/>Peer

## Mentor Center

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

## Course Schedule

*All of this is speculation based on how much time we have and how much time it takes to get where we need to go with both the process and the concepts in our topics.*

how to take notes when reading Ch 3

How to get the essay written Ch 4

What rules to pay attention to Ch 5

What is a good essay Ch 6

How to write about what others say Ch 7

Research for essay 3—chapter 8

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 22	Introduction to course, first quiz, contract work HW: download and print out Myers-Briggs, take notes on mosaic
2	Aug 27	<b>Essay 1</b> —in IS 134 HW: <b>Chapter 1</b> in Transitions—answer questions in journal
	Aug 29	Groups formed by MB—discuss what tests said about us the differences between HS and College Group work on presentations HW: <b>Chapter 3</b> in Transitions—answer questions in journal, Read article—Change or Die— <i>using strategies from Chapter 3</i>
3	Sept 3	Note taking and using other folks writing: “change or die” Introductions—academic expectations (no more boring intro’s) HW: <b>Chapter 4</b> in Transitions, Introduction for E2
	Sept 5	<u>Presentation on Chapter 4</u> Review of Introductions/ issues w/transitions to the body paragraphs HW: Essay 2, E2 with revised intro + body paragraphs
4	Sept10	<i>Review Essay 1</i> —making list of areas well done and areas to work on in future essays. Review of E2—from Intro through body paragraphs HW: <b>Chapter 5</b> in Transitions, revise Essay 2—adding conclusion
	Sept12	Conclusions—emphasis not summary! <u>Presentation on Chapter 5</u>

Week	Date	Topics, Readings, Assignments, Deadlines
		HW: revise E2 with improved conclusion
5	Sept17	Peer review E2 HW: <b>Chapter 6</b> in Transitions; Complete revision of Essay 2
	Sept19	<b>E2 due /J1 due</b> Class work on grammar, mechanics HW: TBA
6	Sept24	discussion—Bonicillo essay <u>Presentation on Chapter 6</u> HW: <b>Chapter 7</b> in Transitions
	Sept26	Review of chapters 1-6, quiz and in class writing HW: tba
7	Oct 1	<u>Presentation on Chapter 7</u> <i>E2 returned</i> —go over issues and make plan for revision HW: Create matrix based on E1 and E2
	Oct 3	Using the matrix In class writing about revision process HW: <b>Chapter 8</b> in Transitions,
8	Oct 8	IS 134—research into global issues—causes and effects HW: <b>E2 Revision due</b>
	Oct 10	Project planning for E3 Course review—and in class writing HW: read at least 3 articles on your topic—noting what you will use
		Mid point
9	Oct 15	Choosing appropriate portions of articles, Review of the way articles are organized—for our imitation Paraphrase and summary HW: Write introduction for essay 3
	Oct 17	Citation in text Peer review of introduction and in class work on essay organization HW: Revise introduction and add body paragraphs
10	Oct 22	<i>E2 revision returned</i> (estimate) E3 End page citation Peer review of essay so far HW: Revise essay and add a conclusion and reference page
	Oct 24	Peer review of essay 3 Group work: subsections and general topic HW: Revise and edit Essay 3

Week	Date	Topics, Readings, Assignments, Deadlines
11	Oct 29	Presentation discussion and finalization HW: finish E3, prepare for topic presentations
	Oct 31	<b>E3 and J2 due</b> Presentations on topics HW: tba
12	Nov 5	Presentations on topics <i>Begin Essay 4</i> solutions discussion HW: add least two new sources for your solution essay, make a new reference page
	Nov 7	E4 group work, in class writing Review of sources, citation HW: write introduction and body pages in academic style
13	Nov 12	<i>E3 returned (estimate)</i> Peer review for clarity and flow Review of in text and end citation, effective introductions HW: Revise E4 intro, add body pages
	Nov 14	Peer review of E4 so far, suggestion for concluding comments HW: Revise and complete E4—edit for clarity, mechanics
14	Nov 19	Peer work on editing for clarity Group work on presentations, discussion of issues HW: work on presentations
	Nov 21	<b>E4 and J3 due</b> Presentations on topic solutions HW: Read prompt for reflection essay (E5), make outline
15	Nov 26	Presentations on topic solutions In class writing—on reflection essay HW: write first draft of reflection essay
	Nov 28	Thanksgiving weds—can have time off if on track with coursework E4 returned over break— with revision suggestions
16	Dec 3	Discussion of E5 and reflection essay HW: Finish reflection essay and revision of E4
	Dec 5	E5 due Portfolio discussion
	Dec 10	Revision of E4 and portfolio due Final class party

grades will be turned in by December 21—will input into D2L by then as well