

San Jose State University

Department of English and Comparative Literature

Syllabus for English 1A Fall 2012

Sections 15 and 43

**Welcome!**

Professor Lee Sherry

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Office: FOB #221 Phone: 924-4505

Office hours: Mon. and Wed.

10:30-11:30 a.m. and 3:00-3:30 p.m.

(also by appointment)

GE Category (GE A2): Written Communications

Classrooms: Section 15, Rm. 120, Hugh Gillis Hall, 9-10:15 a.m.

Section 43, Rm. 327, Engineering Building, 1:30-2:45 p.m.

Required textbook:

*Models for Writers*, 11<sup>th</sup> Edition, by Alfred Rosa and Paul Eschholz (hard copy only)

\*The textbook can be purchased directly from the publisher at the following:

<http://www.bedfordstmartins.com/customstore/SJSU/Sherry>

The publisher has established a website especially for you; note the free shipping.

\***All** students are to have the required materials in class by **Sept. 5 (Wed.)**.

Also required:

\**Easy Checklists for Essays*, 3<sup>rd</sup> Edition, by Lee Bennett Sherry

\*Pamphlet of exercises for class

\*Both of these booklets are to be purchased at Maple Press

Other materials:

A three-ring binder (medium to large size) with loose-leaf paper and pockets, blue-ink or black-ink pens, and a non-electronic dictionary

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.

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.
- The ability to perform effectively the essential steps of the writing process.
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics, such as punctuation, spelling, etc.

Student Learning Objectives (SLOs):

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, revising).

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) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Important information available online:

You are responsible for reading online the information on course guidelines, academic policies (plagiarism, ADA and DRC policies), and adding/dropping classes:  
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Plagiarism: Any student found guilty of plagiarism (in whole or in part) on an assignment will fail the assignment and may fail the course. Such plagiarism will be reported to the university's authorities.

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 writings) 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:**

San Jose State University provides students with free tutoring at the Learning Assistance Resource Center (LARC), located in Room 600 of the Student Services Center, and at the Writing Center (in Clark Hall), located in Room 126. Both of these centers will help students at any stage of the writing process, from brainstorming to major organization 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.

**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.

**Grading:**

A-F. This class must be passed with a C or higher to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B (C- is not acceptable). A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

### **Information on Professor Sherry’s English 1A Course**

**Course Work:**

You will be assigned 6 out-of-class analyses based on the reading assignments, stapled into 2 packets for grading. You will be assigned four additional reading assignments, also stapled into 2 packets for grading. You also will be assigned 4 essays and several required revisions. A minimum of 8,000 words is required to pass the course; all assignments must be written in order to reach this requirement. Writing assignments are specifically designed to meet the standards of the University’s course guidelines for English 1A.

\*You will also have periodic quizzes on the assigned material; quizzes cannot be made up, and I retain all quizzes. However, I will drop the lowest quiz grade at the end of the course.

**Office Hours:**

Please see me when you need assistance; appointments are not necessary. I am willing and available to assist you in completing successfully this course.

### **Grading Policies:**

The due dates for assignments are not suggestions; they are requirements. **Out-of-class papers are due at the beginning of class; please do not use our class time to finish a paper and try to submit the paper to me later in the day.** I will consider it late. I do not accept papers that are emailed or faxed to me.

**Writing analyses** based on specific reading assignments **must** be submitted on the due date in order to receive full credit; the student must also be in class when the assignment is due since our class discussions are based primarily on each reading and analysis. Each analysis must meet the required word count. Late or incomplete analyses receive half-credit.

**Out-of-class essays and analyses/ Policies for late papers:** If you do not submit the essay or analysis when your class begins on the day it is due, I will accept it at the beginning of our next class meeting; however, the essay will automatically receive a lower grade (10 points). If you are not in class to submit the analysis and to take part in the discussion, the analysis will receive only half credit and must be submitted at the beginning of the next class. The essay or analysis will not be accepted after that point for a passing grade; however, **all** essays and analyses must be written in order to receive a passing grade in the course. Come to class prepared to discuss the assignments.

**In-class essays** cannot be made up unless you have made prior arrangements with me (which requires serious singing and/or dancing) or unless you contact me immediately with proper documentation for your absence (ex: bail bond receipt, hospital discharge papers, etc.). Make-up essays are subject to a late grade.

### **Grades:**

Writing analyses	40% (10% each packet)
Quizzes/discussions	10%
Essays #2-4 (and revisions)	30% (10% each essay)
Essay #5: Final exam	20%
Total:	100%

### **Grading scale:**

90-100	A
80-89	B
*73-79	C
62-72	D
Below 62:	F

\*Students must have an average of 73 or better in order to pass the course.

**Workshops** are mandatory. Providing and receiving peer evaluations and participating in group discussions are key elements in this course; therefore, if you do not have a completed assignment and/or do not participate in the group process, you will receive a lower grade (10 points) on the graded paper or a 0 on the quiz.

Policies of the class are the same for the professor and the students: we are to be on time, and we are to bring our materials. We are to be prepared, and we are to turn off our phones. This is called mutual respect.

### **Our Pledge Between Professor and Students:**

I pledge to you that I will make every effort to attend every class and to be on time. I will come prepared, and I will bring all necessary materials with me. I will not have on my cell phone, I will not eat in front of you, and I will not talk to someone else when you are trying to talk to me. I will not leave class unless it is absolutely necessary. I will treat you and the other members of this class with the respect you deserve. You have chosen to participate in English 1A at San Jose State University, one of the top-ten public universities in the West. You already have my respect.

### **Class Assignments**

#### **Please note:**

**Students are to read the following pages and complete the written assignment prior to the date indicated.**

**Students are to bring their books and other materials to every class.**

**All out-of-class papers are to be typed and must be the assigned length. Essays are to be double-spaced, use size 12 font, and have 1” margins.**

**Submit all papers directly to me unless you and I have discussed other arrangements.**

#### **\*Directions for analyses on out-of-class reading assignments:**

In response to each of the 10 analyses assigned:

\*Be specific and proofread.

\*Write a complete paragraph (or more) for each section of your analysis.

\*When you submit the paper, provide a word count.

\*Circle new words you have implemented in your paper (See Vocabulary page at end.)

**\*Use the Guideline to help you write your analysis, which is provided at the end of the syllabus.**

#### **Student Learning Objectives (SLOs) in Professor Sherry’s Assignments:**

All written assignments are aligned with the learning outcomes of the course. Each essay and each analysis will focus on the student’s ability to perform the essential steps in the writing process; to explain, analyze, develop, and criticize effectively; to use correct grammar at a college level; and to write for different audiences. The final grade in this course will reflect the student’s demonstration of having reached the learning objectives and of having provided full participation in the discussions.

Note: There are no extra-credit assignments in this course.

#### **Individual conferences:**

I have discovered that even a short, ten-minute conference with a student can bring significant benefits. Therefore, I require a one-on-one meeting with each student. In order to accommodate every student’s schedule, one or two regular classes and/or office hours will be rescheduled.

**Schedule:** (subject to change)

Wed., 8/22	Orientation
Mon., 8/27	Essay #1: In-class diagnostic essay (400-500 words) [SLO 1, 2, 3] Bring white notebook paper, pens (blue or black), and a non-electronic dictionary.
Wed., 8/29	Review diagnostic essays. Bring Easy Checklists for Essays. Sign up for individual conferences.
Mon., 9/3	Labor Day; no class
Wed., 9/5	Models: Read pp. 7-32, 81-83, 119-123, and “The Ways of Meeting Oppression,” p. 465. Provide a typed outline [SLO 1]; focus on the organization of the passage. The outline should provide the thesis, main points, and supporting points of the passage. Note sample outline in Easy Checklists. Sign up for individual conferences; discuss Essay #2.
Mon., 9/10 and Wed., 9/12	Out-of-class assignments. *Note day, time, and location of your conference.  1. Take pretest in Easy Checklists for Essays. 2. Write Essay #2. Read “In Defense of Dangerous Ideas,” p. 361. Provide a complete analysis, following the directions attached to your syllabus. Consider the questions on p. 370 to help in your analysis. Typed essay is due 9/17 (600-700 words). *Circle vocabulary words. [SLO 1-3]
Mon., 9/17	Typed Essay #2 due. (10%) Answers for pretest in Easy Checklists due.
Wed., 9/19	Models: Read pp. 193-196, and “On Being 17, Bright, and Unable to Read,” p. 197. Take notes on transitions; be prepared for a quiz on the reading assignment. [SLO 1]
Mon., 9/24	Models: Read pp. 217-221, 283-287; “Let’s Think Outside the Box...,” p. 349. Provide an analysis (400-500 words); focus on diction and tone. [SLO1-4]

- Wed., 9/26                      Models: Read pp. 461-464 and “Doubts About Doublespeak,” p. 477.  
Provide an analysis (400-500 words); focus on the form of division/classification. [SLO 1-4]
- Mon., 10/1                      Models: Read “A Crime of Compassion,” p. 343. Provide an analysis (400-500 words); focus on transitions, diction, tone, and form. [SLO 1-4]
- Staple three analyses together for a grade. (10%)  
Return Essay #2; revise for Mon., 10/8.
- Wed., 10/3                      Workshop  
Bring two articles that serve as examples of what we have discussed in class based on writing style (diction, tone, etc.), organization, and content.  
Your articles should be on current topics related to societal issues that relate to the members of our class. The articles may be from magazines, newspapers, internet, or other textbooks. [SLO 2]
- Prepare for Essay #3; prompt will be provided.
- Mon., 10/8                      Revised Essay #2 due (600-700 words); bring original.  
In-class Essay #3 (500+ words); bring all materials. (10%)  
Circle vocabulary words; attach list of 10+ new words.  
[SLO 1-4]
- Wed., 10/10                      Workshop: required.  
Peer evaluations of Essay #3.
- Mon., 10/15                      Revise in-class Essay #3 (500+); bring materials.
- Wed., 10/17                      Models: Read pp. 517-520 and “Why We Crave Horror Movies,” p. 524; be prepared to discuss.  
Read “”Why and When We Speak Spanish in Public,” p. 531.  
Provide an analysis on this passage (400-500 word); focus on cause/effect. [SLO 1-4]
- Mon., 10/22                      Models: Read “I Have a Dream,” p. 553.  
Provide an analysis (400-500 words); focus on diction, tone, and form. [SLO 1-4]
- Wed., 10/24                      Models: Read “The English-Only Movement...,” p. 261.  
Provide a complete analysis (400-500 words). [SLO 1-4]  
Discuss argumentation and comparison/contrast.  
Staple three analyses together for a grade. (10%)

- Mon., 10/29 Models: Read pp. 483-487 (note passage “Guns and Cameras”) and pp. 539-546. Discuss formats. [SLO 1]  
Return Essay #3; review strengths and errors.  
Sign up for individual conferences.
- Wed., 10/31 Models: Read “Two Ways to Belong to America,” p. 493. Be prepared to discuss a comparison/contrast of the characters. [SLO 2]
- Mon., 11/5 Models: Read “Condemn the Crime, Not the Person,” p. 569 and “Shame Is Worth a Try,” p. 575.  
Typed analysis due: Compare and contrast the arguments in the two passages; also focus on cause/effect in the passages.  
[SLO 1-4] (700-800 words) (10%)
- Wed., 11/7 Workshop  
Bring two articles that serve as examples of argumentation, cause/effect, and/or comparison/contrast on societal issues that relate to the members of our class. [SLO 2]
- Mon., 11/12 Veterans Day; campus closed.
- Wed., 11/14 Review. Prepare for in-class Essay #4; prompt will be provided.
- Mon., 11/19 In-class Essay #4 (500 words+); bring all materials. (10%)  
Circle vocabulary words; attach list of 10+ new words.  
[SLO 1-4]
- Wed., 11/21 Individual conferences in classroom.
- Mon., 11/26 Workshop: required.  
Peer evaluations of Essay #4.
- Wed., 11/28 Models: Read “The Truth About Torture,” p. 616 and “The Abolition of Torture,” p. 629. Typed analysis due: Compare and contrast the arguments in the two passages; also focus on cause/effect in passages.  
[SLO 1-4] (700-800 words) (10%)
- Mon., 12/3 Return Essay #4. Revise (500+ words); bring materials.
- Wed., 12/5 Review for exam. Bring all analyses and essays to class.
- \*\*\* SATURDAY, Dec. 8: English 1A final exam. Time and location TBA.**
- Mon., 12/10 Return papers; correction of diagnostic essay.





