

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 69, Fall 2012

Instructor:	Dr. Linda Landau
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Office Hours:	W 10:45-12:00 or by appointment
Class Days/Time:	M 6:00-8:45 pm
Classroom:	BBC 120
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/linda.landau> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

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:

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

Required Textbooks

Ballenger, Bruce, Ed. *The Curious Writer, Concise Edition*. 3rd Edition. Pearson, 2011. ISBN 978-0-205-78019-8

X.J. Kennedy, et al. *The Brief Bedford Reader*. 11th Edition. Bedford/St. Martins, 2012. ISBN 978-0-312-61338-9

Diana Hacker, and Nancy Sommers. *The Bedford Handbook with 2009 MLA & 2010 APA Updates*. 8th Edition. Bedford/St. Martins ISBN: 978-0-312-65269-2

This edition is also available in electronic format directly from the publisher for half price.

A college level dictionary

8 ½”x 11” notebook for handing in in-class essays / Blue or black ink pens

Classroom Protocol

Participation: While reading and writing are significant components of the learning process, exchanging ideas, asking questions, and peer review workshops are equally important activities for developing writing skills. Active participation is therefore a requirement of this course and part of the total grade.

Electronic Equipment: Cell phone, laptop, iPod, iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students.

Diversity: Assignments (both reading and writing) may address issues of race, class, ethnicity, and gender. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects will be conducted in a manner befitting an academic setting.

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.

Your grade will be determined according to the following criteria:

A (90-100) = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery and intellectual curiosity regarding course readings and concepts; student demonstrates enthusiasm and takes initiative, particularly during group activities.

B (80-89) = Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

C (70-79) = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

D (60-69) = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior.

F = Weak communicative skills; little to no preparation for class; little evidence of reading assignments; never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group.

Writing: In English 1A, you will focus on practicing all phases of the writing process including: prewriting, organizing, writing, revising, and editing. This class requires that you write 8 sequenced essays, totaling 8000 words for the class, 4 of which will be at least 1,000 words. At least 1 and up to 3 of the 8 essays may be major revisions of essays that have already been submitted for a grade and commented on by peers or your instructor. A major revision is defined as a significant rethinking or reworking of an assignment rather than simply correcting small grammatical or structural mistakes.

In-class essays must be written in clear handwriting in blue or black ink. Be sure to bring your outlines and early drafts to class if these were assigned.

Out-of-class essays must be typed, double-spaced, in a 12 point font, and with 1 inch margins on all sides. Type your name, date, and class section on the top left side of the first page above the paper's title, which should be centered. If you quote or paraphrase someone, your paper must conform to MLA citation guidelines (see your handbook). Your outline and all previous drafts of your paper are required in order to submit your paper. The essay is due at the beginning of the class meeting unless otherwise specified.

Essays cannot be made up unless you have contacted me one week before they are due. If you cannot attend class the day a paper is due, it should be submitted to me by email before the end of the class.

Reading: English 1A is a reading intensive course. Readings have been selected for their exemplary rhetorical styles and their ability to promote new ways of perceiving and thinking about the world. They will function as prompts for class discussion and your writing. For this reason, the assigned reading must be completed the evening *before* the assigned class period. Good writers are good readers; the more you read, the more tools you have for writing effectively.

Midterm: 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.

A Portfolio Final Paper: Instead of a final exam, you will write a critical reflection about your work during the course. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

Assignment and Grading Breakdown:

3 In-Class Essays: 30%

4 Out-of-Class Essays: 40%

Midterm: 10%

Participation in class discussion and peer review workshops: 10%

Portfolio Essay: 10%

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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.

Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information (peerconnections.sjsu.edu) and be sure to come see us!

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/>. Be sure to sign up early.

English 1A, Fall 2012, Course Schedule

The schedule is subject to change as needed and you will be given ample notice.

CW=Curious Writer, BR=Brief Bedford Reader, BH=Bedford Handbook

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 8/27	Writing as Communication: The FACTS of Good Writing Writing as a Process: prewriting, organization, drafts, revision <i>CW</i> 5-6,12,15, xxiv,59 <i>BR</i> Ch. 1, p. 27-31; Ch. 2, p. 33-56 Personal Essay: <i>CW</i> Ch. 3 p.75-78+
2	M 9/3	Labor Day – no class
3	M 9/10	Personal Essay Due Description <i>BR</i> Ch. 5 p.135-151 Reviewing an Object or Event: <i>CW</i> Ch. 4 Citing Sources: <i>BR</i> Ch. 3 pp. 62-67, 71-73 <i>CW</i> Ch. 9 Peer Groups
4	M 9/17	Review an event in peer groups and write first draft Narration <i>BR</i> Ch. 4
5	M 9/24	Review Due Writing a Proposal <i>CW</i> Ch. 6 / Example <i>BR</i> Ch. 6 Focus: Thesis Statement, Introduction, Conclusion
6	M 10/1	In-Class Writing about a problem situation or condition Definition <i>BR</i> Ch. 12
7	M 10/8	Revision Strategies <i>CW</i> Ch. 10 Organizing your paper: Rhetorical Methods
8	M 10/15	Mid-Term The Critical Essay <i>CW</i> Ch. 7
9	M 10/22	Comparison-Contrast <i>BR</i> Ch.7 Division & Analysis <i>BR</i> Ch. 9
10	M 10/29	Classification <i>BR</i> Ch. 10 In-Class Writing and Peer Review
11	M 11/5	Stylistic Strategies: Word Choice and Sentences (Subordination) Critical Essay Due

Week	Date	Topics, Readings, Assignments, Deadlines
12	M 11/12	Process Analysis <i>BR</i> Ch. 8 Cause & Effect <i>BR</i> Ch. 11
13	M 11/19	In-Class Writing (revision of previous paper) Peer Review
14	M 11/26	Last Revision Due Argumentation <i>BR</i> Ch. 13
15	M 12/3	Analogies and other possible fallacies Pre-writing and organizing Reflection Essay
16	M 12/10	Reflection Essay on Portfolio Due
	TBD	Culminating Event

Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty