

ENGLISH 1A: SONG FOR ALL SEAS
DH De La O, Fall 2013



Section 6 (42896)
Tu/Th 7:30 – 8:45 AM,
Sweeney Hall 413

Section 19 (42033)
Th/Th 9:00 – 10:15 AM,
Sweeney Hall 413

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COURSE THEME

Simply put, water is life. Thus, it is an integral part of both our existence and psyche. From incredible journeys to natural disasters, the oceans have provided the backdrop for much of humanity's drama. For millennia, writers and readers have drawn inspiration from the seas, shaping our hopes and fears. Even today, with our most valuable resource seemingly threatened as never before, the oceans continue to be a dominant force in our lives. This semester's 1A course will focus exclusively on readings and writings about the sea.

REQUIRED MATERIALS

- *Cold Skin* by Albert Sánchez Piñol (ISBN-10: 0374182396)
- *In Harm's Way: The Sinking of the USS Indianapolis and the Extraordinary Story of Its Survivors* by Doug Stanton (ISBN-10: 0805073663)*
- *In the Heart of the Sea: The Tragedy of the Whaleship Essex* by Nathaniel Philbrick (ISBN-10: 0141001828)*
- *Wave* by Sonali Deraniyagala (ISBN-10: 0307962695)*
- *The Everyday Writer with Exercises* (5th Edition) by Andrea A. Lunsford (ISBN-10: 9781457600043)*

*Available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print edition

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—
Passage of the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
- Course 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)
- Student Learning Objectives (SLO), General Education (GE)—
 - 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.

COURSE CONTENT

- Writing: In English 1A, you will focus on practicing all phases of the writing process including prewriting, organizing, writing, revising, and editing. All sections of English 1A require that you write essays totaling a minimum of 8,000 words. This total word count does not include the journals, quizzes, or any brief or informal writing assigned by your instructor. You will write at least 3, but no more than 4, essays in class. Your instructor has listed in this syllabus how you will meet the 8,000 word minimum. You must write all formal essays to pass the course.
- Reading: English 1A includes extensive and intensive reading. The reading you do in English 1A provides useful models of writing for academic, general, and specific audiences.
- Research: In this course, you might learn to use the tools of the SJSU library, including online resources for research, but library research is not a requirement of the course.
- Diversity: The content presented in English 1A will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups.
- Course Materials: The English department suggests that a dictionary, a rhetoric (or rhetoric/reader), and a handbook are appropriate materials for this course.
- 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.

ESTIMATION OF PER-UNIT STUDENT WORKLOAD

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ACADEMIC POLICIES

You are responsible for reading SJSU's academic policies which are available online @ www.sjsu.edu/english/comp/policyforsyllabi.html.

RECORDING POLICIES

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

SJSU WRITING CENTER

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>.

CLASS PROTOCOLS

- In an effort to make you a better editor of your own work, I will sometimes make sentence-level corrections to only one page or paragraph of your essay. You should assume that the corrections I've made are applicable to your entire essay.
- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- In order to assist you in keeping track of your grade, I have provided you with a blank grading log. It can be found inside the chart under the "Course Work" section of this syllabus.
- I will not accept *any* assignments that are unstapled.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—*I will not accept an assignment beyond this point.*
- Assignments submitted via email, will be graded as any other. However, no marked-up hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points off your final draft grade for coming to class on a writers workshop day without an essay.
- There is a participation component to your grade. Though only 10 points, it could mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- *If* extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.
- The use of laptops during class is restricted to note taking only—*absolutely no social media.*
- It is highly disrespectful to sleep in class. If you fall asleep in class, you will be awoken and asked to leave.

- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class. Likewise, please do not pack up before our class time is over—I'll be sure to get you out of class on time.
- I am always happy to correspond via email. Please:
 - Indicate your section number in the subject line or somewhere in the body. This helps me reply to your email more quickly.
 - Note that due to the high volume of email I receive daily, it may take me a day or two to respond.
 - Do not message me to ask what happened in class on the day you were absent. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information.

THE EVERYDAY WRITER AND LEARNINGCURVE

The new fifth edition of Andrea A. Lunsford's *The Everyday Writer with Exercises* contains an access code for LearningCurve (<http://www.bedfordstmartins.com/beta/everydaywriter5e/learningcurve/92533>) an online adaptive quizzing program. LearningCurve quickly deciphers what you already know and helps you practice what you don't yet understand. It also provides you immediate feedback after each question, as well as cross references to additional instruction in *The Everyday Writer*.

If you are a fall 2013 incoming freshman, the university will provide you with a free electronic copy of *The Everyday Writer*. Check your MySJSU email during the first week for download instructions.

All non-incoming freshman students (e.g. transfer students, sophomores) must purchase *The Everyday Writer*.

Purchasing options:

- Print editions may be purchased at the Spartan Bookstore (ISBN: 9781457600043) or from Bedford/St. Martin's online (<http://bedfordstmartins.com>)
- To purchase an electronic edition (which includes access to LearningCurve), visit the Spartan Bookstore (ISBN: 9781457633423) or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)
- If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)
- If you own an edition older than the 5th, you will need to purchase a new LearningCurve access code from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in, please contact Bedford/St. Martin's Technical Support. You may reach a representative via:

- Phone: 1.800.936.6899—for fastest service
- Email: BFW.TechnicalSupport@macmillan.com
- Online: <http://www.macmillanhighered.com/techsupport>

STANDARDS FOR PRESENTATION OF WORK

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* and online at EauZone. Again, unstapled work will never be accepted. Please follow this sample heading for all typed work:

Name

1A: Section number

Assignment

Date

A brief note about ship names: When writing about a ship, its name is italicized (e.g. *The Mayflower*, *La Pinta*). Do not, however, italicize a ship’s designation (e.g. RMS *Titanic*, USS *Enterprise*).

EDITING MARKS GUIDE

Here is a guide to some of the editing symbols (some standard, some my own) you'll be seeing on your papers this semester.

Symbol	Meaning	Symbol	Meaning
^	<i>Insert</i>	AWK	<i>Awkward phrasing</i>
↑	<i>Fix spacing issue—usually when text is not properly double-spaced</i>	ITL	<i>Either add or remove italics</i>
→	<i>Indent 1x</i>	FRAG	<i>Fragment</i>
→ →	<i>Indent 2x</i>	HEAD	<i>Issue with the header</i>
+	<i>Good point</i>	CS	<i>Comma splice</i>
?	<i>Meaning unclear</i>	RO	<i>Run-on sentence</i>
#	<i>Add space</i>	SP	<i>Spelling</i>
" "	<i>Add quotation marks</i>	SV	<i>Subject-verb agreement</i>
¶	<i>Start new paragraph</i>	TNR	<i>Change font to Times New Roman</i>
Ⓚ	<i>Delete</i>	WC	<i>Word choice</i>
2x	<i>Double-space</i>		

EAUZONE

I maintain the EauZone (eauzone.blogspot.com) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course’s eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on “English 1A: Song for All Seas” under “Fall 2013 Courses” to be routed to our page. Feel free to use the “Comments” function in each posting; it is often a helpful way to communicate with classmates.

COURSE WORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing. All essays are approximately three full pages (750 words) and must be in MLA Style. Also, all typed essays must always include a Works Cited page. Your semester’s coursework is comprised of:

Item	Description	SLO	Word Count*	Writers Workshop	In-class Essay	Point Value	Grade Log
<i>Diagnostic</i>	This in-class essay will be my first opportunity to	1-4	500		✓	0	

	evaluate your writing.						
<i>Comparative Analysis</i>	In this in-class essay, you will compare and contrast the 2004 Indian Ocean tsunami with another sea-based disaster based upon Deraniyagala's <i>Wave</i> .	2-4	500		✓	20	

Item	Description	SLO	Word Count*	Writers Workshop	In-class Essay	Point Value	Grade Log
<i>Infographic</i>	For this assignment, you will create an original infographic illustrating opposing viewpoints in the current debate about climate change.	2-4	500	✓		15	
<i>Expository</i>	You will write an expository essay based upon Philbrick's <i>In the Heart of the Sea</i> .	1-4	750			20	
<i>Autobiographical</i>	For this in-class essay, you will explore your personal relationship with the ocean	2-4	500		✓	20	
<i>Editorial</i>	You will write an editorial defending Captain Charles McVay against his Naval court-martial based upon Stanton's <i>In Harm's Way</i> .	1-4	750	✓		20	
<i>Short Answer Responses</i>	For this in-class essay, you will write a series of short answer responses to Piñol's <i>Cold Skin</i> .	2-4	500		✓	20	
<i>Process Analysis</i>	Your final assignment asks you to reflect on your growth as a writer and thinker over the course of English 1A.	1-4	1,000	✓		25	
<i>Reflections</i>	You will write eight two-page reflections on a variety of ocean-related topics,	2-4	3,000			80 [8 x 10]	1. 2. 3. 4.

	including captive cetaceans, the spiritual properties of the ocean, and music about the sea.					5.
						6.
						7.
						8.

Item	Description	SLO	Word Count*	Writers Workshop	In-class Essay	Point Value	Grade Log
<i>Multimedia Presentation**</i>	You and a classmate will create a 10-minute multimedia presentation (e.g. PowerPoint, Google Slides, Keynote, Prezi, SlideRocket), including a hand-out, based upon one of a list of ocean-related topics I will present in class.	1-4	500		10		
<i>LearningCurve Grammar Exercises</i>	In order to assess your strengths and weakness, you will be responsible for completing a series of short grammar exercises online.					10 [2 x 10]	1. 2.
<i>Participation</i>	Points are garnered by active participation in class, not attendance.					10	

Total points: 250

Approximate word count: 8,500

*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

**You must provide your own laptop; Macs will require a special adaptor to connect to the university's projection system.

Essays will be graded by the following criteria:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

- A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show significant weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

Final grade calculations:

A+	244 – 250	B+	217 – 223	C+	192 – 198
A	232 – 243	B	209 – 216	C	184 - 191*
A-	224 – 231	B-	199 – 208	No Pass	0 – 183

*At least 184 points must be earned to receive course credit

COURSE SCHEDULE

Note that this schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus only a rough guide and already out-of-date.

Key:

COLD (*Cold Skin*)

eR (eReader)

HARM (*In Harm's Way*)

HEART (*In the Heart of the Sea*)

WAVE (*Wave*)

Week 01

Th 8.22

- Class: Syllabus review

Week 02

Tu 8.27

- Read: WAVE—p. 3 – 86
- Class: Introductions, Lecture—“Balancing Content and Style in Multimedia Presentation”

Th 8.29

- Read: WAVE—p. 90 – 113
- Class: DIAGNOSTIC ESSAY; Multimedia presentation sign-ups
- Due: REFLECTION 01

Week 03

Tu 9.3

- Read: WAVE—p. 116 – 189
- Class: Reading discussion; Lecture—“Writing as a Process”

- Due: LEARNINGCURVE GRAMMAR EXERCISES 1: ACTIVE AND PASSIVE VOICE, COMMA SPLICES AND FUSED (RUN-ON) SENTENCES, PARALLELISM

Th 9.5

- Read: WAVE—p. 192 – 244; eR—“Infographics: Separating the Great from the Mediocre” (The Next Web), “What makes a Great Infographic?” (DashBurst), “70 Best Infographics on the Web” (Creative Bloq), “You Suck at Infographics” (Wired)
- Class: Lecture—“Citing Sources in MLA 101;” Watch—*When the Levees Broke: A Requiem in Four Acts* (2006)
- Due: LEARNINGCURVE GRAMMAR EXERCISES 2: FRAGMENTS, PRONOUNS, SUBJECT-VERB AGREEMENT

Week 04

Tu 9.10

- Read: HEART—Preface-p. 43 – 76; eR—“Climate Change: Key Data Points from Pew Research” (Pew Research Center), “News Agencies Begin Ignoring Climate Change, Because America Doesn't Care” (PolicyMic), “Climate Change: 'Hoax' or Crime of the Century?” (*Forbes*), “Al Gore: Climate of Denial” (*Rolling Stone*), “Climate Change: How Do We Know?” (NASA)
- Class: COMPARATIVE ANALYSIS ESSAY

Th 9.12

- Read: HEART—p. 77 – 122; eR—“Peer-Reviewed Survey Finds Majority of Scientists Skeptical of Global Warming Crisis” (*Forbes*), “Winter 2013 Freezes Growth of American Acceptance of Global Warming” (Brookings Institute), “Poll: Majority of Republicans Believe Global Warming a Hoax” (The Hill), “No Need to Panic about Global Warming” (*Wall Street Journal*)
- Class: Reading discussion; Watch: “Two Days Before the Day After Tomorrow” from South Park (2005) and “Brian Skerry: The Ocean's Glory—and Horror” (TED Talks); Lecture—“MLA Style: An Introduction”
- Due: REFLECTION 02

Week 05

Tu 9.17

- Read: HEART—p. 123 – 150; eR—““Why on Earth Do We Listen to Those Who Cry Wolf?” (OnEarth), “The Climate Crisis Hoax” (*Forbes*), “How Green are Millennials?” (NewGeography), “Why Republicans Doubt Global Warming” (The Week), “We Are All Climate Change Deniers” (*Time*), “Global Warming & Climate Change Myths” (SkepticalScience)
- Class: Reading discussion; Multimedia presentations; Writers workshop
- Due: INFOGRAPHIC (DRAFT 1, BRING THREE COPIES)

Th 9.19

- Read: HEART—p. 151 – 238
- Class: Reading discussion; Watch—*American Experience: Into the Deep—America, Whaling & the World* (2010)
- Due: INFOGRAPHIC (FINAL DRAFT, ATTACH DRAFT 1 TO BACK)

Week 06

Tu 9.24

- Class: Reading discussion; Multimedia presentations; Watch—*Moby Dick: The True Story* (2002)

- Due: REFLECTION 03

Th 9.26

- Read: HARM—p. xv – 38
- Class: Reading discussion; Multimedia presentations
- Due: EXPOSITORY ESSAY (ANNOTATED—INSTRUCTIONS TO BE GIVEN IN CLASS PRIOR TO DUE DATE)

Week 07

Tu 10.01

- Read: HARM—p. 39 – 90
- Class: Guest speaker—TBA

Th 10.03

- Read: HARM—p. 90 – 162
- Class: Lecture—“The Sea on Film: *Titanic*, *Jaws*, *Master and Commander: The Far Side of the World*, and others”

Week 08

Tu 10.08

- Read: HARM—p. 163 – 208
- Class: AUTOBIOGRAPHICAL ESSAY

Th 10.10

- Read: HARM—p. 209 – 288
- Class: Reading discussion; Multimedia presentations

Week 09

Tu 10.15

- Class: Watch—Excerpts from *Ocean of Fear: Worst Shark Attack Ever* (2007) and *Disasters at Sea: Why Ships Sink* (2012)
- Due: REFLECTION 04

Th 10.17

- Class: Reading discussion; Multimedia presentations; Writers workshop
- Due: EDITORIAL (DRAFT 1; BRING TWO COPIES)

Week 10

Tu 10.22

- Class: Reading discussion; Multimedia presentations

Th 10.24

- Read: COLD—p. 3 – 38
- Class: Reading discussion; Multimedia presentations
- Due: EDITORIAL (FINAL DRAFT; ATTACH DRAFT 1 TO BACK)

Week 11

Tu 10.29

- Read: COLD—p. 39 – 69

- Class: Reading discussion; Multimedia presentations

Th 10.30

- Read: COLD—p. 70 – 132
- Class: Reading discussion; Multimedia presentations
- Due: REFLECTION 05

Week 12

Tu 11.05

- Read: COLD—p. 133 – 182
- Class: Reading discussion; Multimedia presentations

Th 11.07

- Class: Lecture—“First Contacts on Film: *Dances with Wolves*, *Contact*, and *At Play in the Fields of the Lord*”
- Due: REFLECTION 06

Week 13

Tu 11.12

- Class: SHORT ANSWER RESPONSES

Th 11.14

- Class: Multimedia presentations; Lecture—“Writing a Process Analysis: A Guide”

Sa 11.16

- Field trip: Details TBA—*Participation optional*

Week 14

Tu 11.19

- Class: Watch—*Blackfish* (2013); Department reading assessment
- Due: REFLECTION 07

Th 11.21

- Class: Multimedia presentations; Writers workshop
- Due: PROCESS ANALYSIS (DRAFT 1; BRING 2 COPIES)

Week 15

Tu 11.26

- Class: Watch—*The Cove* (2009)
- Due: REFLECTION 08

Th 11.28

- No Class: *Thanksgiving*

Week 16

Tu 12.03

- Class: Multimedia presentations
- Due: PROCESS ANALYSIS (FINAL DRAFT; ATTACH DRAFT 1 TO BACK)

Th 12.05

- Class: End-of-class review

