

SAN JOSÉ STATE UNIVERSITY  
DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE  
**ENGLISH 1A, COMPOSITION 1 (GE A2), SECTIONS 49 & 59**  
FALL 2013

**Instructor:** Nicole Maranhas  
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**Office Hours:** T + TR 10:30 – 11:30 a.m. and by appointment  
**Class Days/Time:** T + TR 1:30 – 2:45 p.m. (Section 49) and 3:00 – 4:15 (Section 59)

**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 implied or stated awareness 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).

**2:** Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

**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.

**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/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

### REQUIRED TEXTS AND MATERIALS

- Online readings at [maranhas1a.blogspot.com](http://maranhas1a.blogspot.com)
- Lunsford, Andrea A. (2013) *The Everyday Writer*. Bedford/St. Martin's. ISBN 978-1-4576-4576-1267-1
- Notebook for in-class exercises, clean-edged notebook paper or green book for in-class essays, two-pocket folder for reading journal assignments, stapler

### COURSE GUIDELINES

**Writing:** In-class exercises and a series of essays will give you practice in prewriting, organizing, writing, revising, editing, and proofreading. A series of in-class and out-of-class essays, including substantive rewrites, will total 8,000 words for the semester. This minimum requirement excludes the final exam, in-class writing exercises, and journals. Out-of-class essays must be typed (Times New Roman, 12).

**Reading:** Reading is an essential part of learning to write well. Throughout the semester, you will keep a journal to reflect on assigned readings. Prompts will be given before each assignment. Come to class prepared to discuss the readings.

**Final Assignment:** This course does not have a final exam. Instead, you will write a critical reflection essay at the end of the semester, worth 10% of your grade. In this essay, you will reflect on the progress of your work over the course of the semester. A prompt and rubric will be provided.

### GENERAL CLASS POLICIES

Your voice in class discussions makes class interesting, useful, and fun. If you're too shy to speak up, you can participate by listening actively, taking the lead in small group activities, and showing up on time, prepared, and energized. If you miss class, you're still responsible for information, assignments, and deadlines; check the blog, visit my office hours, or follow up with a classmate. Absolutely no cell phones.

### WRITTEN ASSIGNMENTS

**Out-of-class essays:** We will be using [turnitin.com](http://turnitin.com) for assignments. Submissions by hard copy or email will *not* be accepted unless otherwise instructed. Your Turnitin Class ID is **6747334** and the password is **maranhas**. An assignment sheet for each essay will be posted on the blog. Failure to follow assignment guidelines will affect grade.

**In-class essays:** may be made up during office hours if advance notice (24 hours) of absence or a doctor's note is provided. For advance notice less than 24 hours, in-class essays can be made up during office hours and will be penalized by one letter grade.

**Late work:** Late essays will affect your class performance grade (15%) up to a full letter grade per essay. Any essay that is not submitted within 10 days of the deadline will receive an F. All essays (for a total of 8,000 words) must be submitted to earn a D- or higher in the course. **Note:** Late Critical Reflection essays (10%) will *not* be accepted.

**Reading journal assignments:** must be typed, stored in a two-pocketed folder, and turned in during class. Do *not* submit late journal assignments by email or at office hours; add them to your folder and they will receive partial credit during the next collection. You may revise or add to previous journals to earn bonus points.

#### **ASSIGNMENTS AND GRADING POLICY**

**Grading:** 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. (**C- or lower is not acceptable.**) A passing grade in the course signifies that the student is a capable college-level writer and reader of English. Grades in English Department courses reflect the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Participation is determined by demonstrated effort (showing up on time, meeting deadlines, adhering to guidelines and course policies).

#### **Final grade will be determined as follows:**

Out-of-class essays	50%
In-class essays	20%
Class performance	20%
Journals, quizzes, preparedness, participation	
Final Critical Reflection Essay	10%

We will work as a class to determine a grading rubric for each essay. In general:

An **“A”** essay demonstrates an exceptional understanding and fulfillment of the assignment, written in a unique and compelling voice. It will be highly organized and fully developed. It is well edited and polished at a sentence level, showing a solid command of style, grammar, mechanics, and usage.

A **“B”** essay demonstrates a strong understanding and fulfillment of the assignment, written in an engaging voice. It will be well organized and developed, showing good use of language and overall grasp of grammar, mechanics, and usage.

A **“C”** essay fully completes the requirements of the assignment and reflects a standard level of college writing. It will have a fair mix of strengths and weaknesses. It may be organized but lack development, or it may be written in an engaging voice but contain numerous errors in grammar, mechanics, and usage that sometimes interfere with clarity.

A **“D”** essay neglects to meet the requirements of the assignment fully. It lacks organization and adequate development. It contains errors in grammar, mechanics, and usage that obstruct the reader’s understanding.

An **“F”** essay does not fulfill the requirements of the assignment.

### Letter grade to percentage scale

A+	97-100	
A	93-96	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	Satisfies requirement for 1B
C-	70-72	Does not satisfy requirement for 1B
D+	67-69	
D	65-66	
D-	60-64	
F	59 or lower	

### TUTORING AND MENTORING SERVICES



The **SJSU Writing Center** is located in Clark Hall, Room 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 Writing

Center's numerous online resources, visit <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**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 Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

**ENGLISH 1A, FALL 2013, COURSE SCHEDULE\***

WK	DATE	<p style="text-align: center;"><b>ASSIGNMENTS</b></p> <p style="text-align: center;">Full schedule of weekly readings and journal assignments will be posted on maranhas1a.blogspot.com</p>
1	8/22	Course Introduction
2	8/27  8/29	<p><b>Intro to Unit I: Finding Your Voice</b> [SLO 1, 2, 4] <i>Everyday Writer</i> pp. 48-76 Connecting to an Audience, Prewriting Techniques, First Drafts, Experimenting with Style, Observing + Using Detail</p> <p>IN-CLASS ESSAY 1</p>
3	9/3 9/5	<p>Telling a story; “The Money” [SLO 2, 4]</p> <p>Prewriting + drafting; “The Men from Town” [SLO 1, 2]</p>
4	9/10 9/12	<p>Showing with detail; “Working at Wendy’s” [SLO 1, 2, 4]</p> <p><b>NARRATIVE ESSAY WORKSHOP</b> [SLO 1, 2, 4]</p>
5	9/17 9/19	<p>Personal style; “The Catch,” “Hair Like Sadness” [SLO 2, 4]</p> <p><b>FINAL NARRATIVE DUE</b>, Unit I Review [SLO 1, 2, 3, 4]</p>
6	9/24  9/26	<p><b>Unit II: Developing Ideas</b> [SLO 1, 2, 4] <i>Everyday Writer</i> pp. 78-92 Developing Paragraphs, Thinking Critically</p> <p><b>Grammar Quiz</b> (<i>EW</i> 4-12), Methods of development; “Too Much Self Esteem,” “Song for the Special,” [SLO 2, 4]</p> <p>Making paragraphs flow; “The Good Daughter,” [SLO 2, 4]</p>
7	10/1 10/3	<p>Using feedback for revision; “Trayvon Martin and I” [SLO 2, 4]</p> <p>IN-CLASS ESSAY 2 [SLO 2, 4]</p>
8	10/8 10/10	<p>Revision strategies, “Homeless” [SLO 1,2,3, 4]</p> <p><b>OPINION ESSAY WORKSHOP</b>; [SLO 1, 2, 3, 4]</p>
9	10/15  10/17	<p><b>Unit III: Writing with Style</b> [SLO 1, 2, 3, 4] <i>Everyday Writer</i> pp. 295-312, Editing, Polishing Language, Writing Concisely, Grammar + Mechanics Review</p> <p><b>FINAL OPINION DUE</b> [SLO 1, 2, 3, 4]</p> <p>Writing good sentences; “Duck Blind Lessons,” “Thanks to My Ghosts”</p>

### COURSE SCHEDULE (CONTINUED)

WK	DATE	ASSIGNMENTS Full schedule of weekly readings and journal assignments will be posted on <a href="http://maranhas1a.blogspot.com">maranhas1a.blogspot.com</a>
10	10/22	Editing: comma splices, run-ons, fragments ( <i>EW 385-394</i> ); “Marking the World,” “Always Go to the Funeral” [SLO 1, 2, 3]
	10/24	Proofreading effectively; “Remembering All the Boys”
11	10/29	IN-CLASS ESSAY 3 [SLO 1, 2, 3, 4]
	10/31	Writing across disciplines; “My Week of Passive Exercise”
12	11/5	Using headings and visuals; “Table Manners and Dining Etiquette for Men” [SLO 1, 2, 3]
	11/7	<b>Grammar Quiz</b> ( <i>EW 4-12</i> )
13	11/12	<b>PROCESS ANALYSIS ESSAY WORKSHOP</b> [SLO 1, 2, 3]
	11/14	<b>FINAL PROCESS ANALYSIS DUE FRI 11/15</b> [SLO 1, 2, 3, 4]
14	11/19	Polishing + troubleshooting [SLO 2, 3]
	11/21	Reflection Essay and Revision Essay Prep I[SLO 1, 2, 3, 4]
15	11/26	<b>REVISION ESSAY WORKSHOP</b> [SLO 1, 2, 3, 4]
	11/28	<b>THANKSGIVING BREAK</b>
16	12/3	Reflection Essay Prep II [SLO 1, 2, 3, 4] <b><u>REVISION ESSAY DUE</u></b>
	12/5	<b>Last Day of Class</b> [SLO 1, 2, 3, 4] Deadline for <b><u>FINAL REFLECTION: 12/10</u></b>

\*Follow the course blog at [maranhas1a.blogspot.com](http://maranhas1a.blogspot.com) for updates and changes.

### IMPORTANT SJSU DATES SPRING 2013

Wed	August 21	First Day of Instruction – Classes Begin
Mon	September 2	Labor Day
Tues	September 3	Last Day to Drop Without Entry on Permanent Record
Tues	September 10	Last Day to Add Courses & Register Late
Mon	November 11	Veteran’s Day
Th/Fri	November 28-29	Thanksgiving Break
Mon	December 9	Last Day of Fall Classes
Week	December 11-17	Final Exams