

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 4, 10, 24**  
**Spring 2013**

<b>Instructor:</b>	Judy Harper
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<b>Office Hours:</b>	TR 10:30 – 11:30
<b>Class Days/Time:</b>	TR 7:30 – 8:45 (04); 9:00 – 10:15 (10); 12:00 – 1:15 (24)
<b>Classroom:</b>	DMH 354 (04); SH 238 (10); BBC 128 (24)
<b>Prerequisites:</b>	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
<b>GE Category:</b>	Written Communication A2

### **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/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/Readings

### Textbook

*Convergences: Themes, Texts, and Images for Composition*, 3rd edition. Edited by Robert Atwan. ISBN: 9780312467340

*Tattoos on the Heart: The Power of Boundless Compassion*. Gregory Boyle. ISBN: 9781439153154

A college-level dictionary and thesaurus (you cannot use your iPhone!)

### Classroom Protocol

- *Participation:*
  - This is a participation-based class, not a lecture course. Therefore, you should arrive everyday with your reading /drafts/opinion papers, etc., completed and be ready to participate actively in class discussions and group work. The more you give, the more you will receive.
- *Attendance:*
  - Every single day, we will do something in class that will help you develop your critical thinking and writing skills.
  - You should plan to attend every single class session.
    - In-class work, quizzes, workshops cannot be made up (the only exceptions involve athletes and extenuating circumstances)
    - Excessive absences will affect your grade
- *Punctuality:*
  - Here is the motto I live by:  
“Early is on time. On time is late. Late is unacceptable.”
    - If you adopt this motto, I promise you that it will change your life
- *Laptops:*
  - **Laptops are unnecessary and create a distraction; leave them at home.**

- *Cell Phones:*
  - Texting or taking calls during class is rude. Using your phone during class communicates to me that you are busy doing something else. If you are busy doing something else, you cannot be participating in class. If you are addicted to text messaging and cannot fathom going 75 minutes without checking your phone, leave it at home. If it becomes a problem, I will ask you to leave for the day.

### 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.

A+ = 1000-980	B+ = 899-870	C+ = 799-770	D = 699 - 600
A = 979-930	B = 869-830	C = 769-730	F = 599 and lower
A- = 929-900	B- = 829-800	C- = 729 - 700	

### Reading and Writing Requirements and Policies:

- Details on all writing requirements will be given in class.
- A handout explaining opinion papers will be provided in class
- All out-of-class work is to be typed, double-spaced, with 12-point font (Times New Roman) and 1-inch margins.
- All out-of-class work is due at the start of class and anything turned in more than five minutes after the start of class will be considered late
  - ✓ **Late paper policy:** Late papers will lose 10% *per class session past the due date*. Papers more than one week late will not be accepted.
- In-class essays (3) will be administered in class on the dates listed in our calendar. They cannot be made up unless a clear and compelling reason is cleared with me beforehand (being sick or waking up late or having car trouble and/or an annoying roommate don't count as reasons)
- Out-of-class essays (3) will utilize ideas from our readings and from in-class discussions. Ideas for assignments are welcome.
- Quizzes are random and unannounced and are given at the start of class. They cannot be made up.

### Final Assignment:

Instead of a final exam, you will write a critical reflection at the end of the class. 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.

Course Assignments and Grading Breakdown:

<u>Assignment</u>	<u>Learning Objective</u>	<u>Points</u>	<u>Total points</u>	<u>Word Count</u> <u>(approximations)</u>
<i>Opinion papers</i>	1,2,3	10 @ 15 points each	150	2000
<i>In-class essays</i>	2,3,4	3 @ 50 points each	150	1,500
<i>Descriptive Exercise</i>	1,2	1 @ 50 points	50	1,000
<i>Narrative Essay</i>	1,2,3,4	1 @ 100 points	100	1,000
<i>Process Analysis Essay</i>	1,2,3,4	1 @ 150 points	150	1,000
<i>Argumentative Essay</i>	1,2,3,4	1 @ 200 points	200	1,000
<i>Peer Reviews</i>	1,2,3,4	5 @ 10 points each	50	n/a
<i>Quizzes</i>	1,2	5 @ 10 points each	50	n/a
<i>Portfolio</i>	1,2,3,4	100	100	1,200 – 1,400

**Total points available this semester = 1000**

## English 1A Course Schedule

**This is a tentative calendar. Changes will be announced at least a week in advance in class and via e-mail. Please make it a habit to check your e-mail at least once a week.**

CN = *Convergences*

TH = *Tattoos on the Heart*

<u>Dates</u>	<u>Tuesday</u>	<u>Thursday</u>
1/22 – 1/24	No class	Course introduction, greensheet review, general meet & greet
1/29 – 1/31	Review CN Introduction. Bring textbook to class	Read CN 61 – 78 (“Depicting Identities” and “Lessons of the Past”)
2/5 – 2/7	Read CN 79 – 93 (“Our Stuff, Ourselves”) <b>Descriptive Exercise assigned and discussed</b>	Read CN 94 – 109 (“You Are What You Eat”)  Bring draft of Descriptive Exercise to class for peer review practice session
2/12 – 2/14	<b>Descriptive Exercise Due (SLO 1,2)</b> <b>Narrative Essay assigned and discussed</b>  Read CN 163 – 186 (“Telling Stories” and “Fairy Tales and Urban Legends”)	Read CN 187 – 197 (“Mini-Narratives”)
2/19 – 2/21	Peer review	<b>In-class essay #1 (SLO 2,3,4)</b>
2/26 – 2/28	<b>Narrative Essay Due (SLO 1,2,3,4)</b> Read CN 237 – 252 (“Photojournalism”)	<b>Process Analysis Essay assigned and discussed</b>  Read CN 285 – 301 (“Shaping Spaces” and “Home”)
3/5 – 3/7	Read CN 302 – 313 (“The Basketball Court”)	Peer Review
3/12 – 3/14	Peer Review	<b>Process Analysis Essay Due (SLO 1,2,3,4)</b>  Bring CN to class: introduction to argument, persuasion, and debates
3/19 – 3/21	<b>In-class essay #2 (SLO 2,3,4)</b>	Read CN 453 – 457; 501 – 510 (“Dividing Lines” and “Turf War”)
4/2 – 4/4	Read TH Introduction, Chapters 1 & 2	Read TH, Chapters 3 & 4
4/9 – 4/11	<b>Argumentative Essay assigned and discussed</b>  Read TH, Chapters 5 & 6	Finish reading TH
4/16 – 4/18	Peer Review	Peer Review
4/23 – 4/25	<b>Argumentative Essay Due (SLO 1,2,3,4)</b> <b>Portfolio Assigned and Discussed</b>	<b>In-class essay #3 (SLO 2,3,4)</b>

4/30 – 5/2	Bring all writing assignments. In-class group work and portfolio preparation	Conferences
5/7 – 5/9	Conferences	<b>Portfolio Due</b> (SLO 1,2,3,4)

**\*\*\*Note** – there are no set due dates for the opinion papers. You will turn them in (no more than one per class session) when you wish. The first opinion paper may be turned in **January 29**, and the last opinion paper is due by **April 25**. You must be present in class to turn in an opinion paper.