

San José State University
English Department
English 1a, Spring 2013: Sections 12 and 27

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| Instructor: | Linda Lappin |
| Office Location: | Faculty Offices building room 105 |
| Telephone: | (408) 924-4601 |
| Email: | Linda.lappin@sjsu.edu |
| Office Hours: | Thursday 3:00-6, and by appointment |
| Class Days/Time: | Tuesday-Thursday <u>Section 12</u> (23158) from 9am to 10:15 <u>Section 27</u> (23161) from 1:30 to 2:45 |
| Classroom: | Section <u>12</u> is in DMH 354 Section <u>27</u> is in BBC 205 |
| GE/SJSU Studies Category: | Written Communication A2 |

Desire 2 learn (D2L)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our D2L page. You will receive more information on this link in class.

Required Texts/Readings

Textbook

Hjortshoj, Keith The Transition to College Writing, 2nd Ed.

Other Readings

Most other readings are in the Content area in [Desire2Learn.com](http://www.sjsu.edu/d2l)

Other equipment / material requirements

- Computer with internet access (for using D2L and other assignments)
- Printer—keep lots of ink!(printer problems not accepted)
- Composition notebook and binder paper for class work
- Flash drive for work done in IS134 (computer room)
- All essays must be turned in to D2L in **MS word**. [www.sjsu.desire2learn.com](http://www.sjsu.edu/d2l)

For more information about policy and course requirements go to the English Department website at: <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

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.

What is special about this section of English 1A?

The articles, quotes, videos, and audio sources used in this class are intended for adult audiences. The vocabulary will be both technical and academic. The topics will be multi-layered and include philosophical, scientific, environmental, and industry-related points of view.

This course, these two sections (12 and 27) will end in a portfolio of your completed (revised) essays; with a reflection on your writing process and progress as a final exam.

You will not take the final exam.

My goal for this class was to develop coursework that encouraged both self analysis and critical examination of issues and solutions—through contemplation, writing essays and journaling in class, presentations, and the final reflection portfolio.

At the end of this semester you will turn in a portfolio that will be a presentation of your writing this semester --collected in a small binder or notebook that must include:

1. A table of contents
2. Essay 4 revision reflection—final essay (will be graded per rubric)
3. Completed matrix of issues and abilities
4. Essay 3 revision markups
5. Essay 3 markup
6. Essay 2 revision markup
7. Essay 2 markup
8. Essay 1 markup

This assignment is designed to help you see your improvements over the course of the semester as well as areas where you plan to continue improving.

Course Goals and Student Learning Objectives

Course Goals

By the end of this semester you shall demonstrate your writing competence in complete essays that reveal 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).

NOTE: This is not to say that you arrived on campus without many of these competencies—this class may be an opportunity for you to further improve these objectives.

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

Classroom Protocol

You will come to class on time--both awake and willing to engage. Respect yourself and your fellows by contributing in every way you can to your own education. Bring your book, the article you are working on, and your binder with course handouts to every class! Electronics are allowed if not abused. No cell phones, texting, or sleeping.

Make doctors' appointments for days you don't have class!

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.

Grades will be assigned by percentage of all work required

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|-------------|-------------|-------------|
| A = 95- 100 | A- = 89- 94 | |
| B+ = 86- 88 | B = 82- 85 | B- = 79- 81 |
| C+ = 76- 78 | C = 72- 75 | C- = 69- 71 |
| D+ = 66- 68 | D = 62- 67 | D- = 59- 61 |

1A 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.**

Assignments, SLO's, points

Essays and Revisions

| Essays | SLO | purpose | count | points |
|----------------------|-----|--|-------|--------|
| Essay 1 | 2-3 | exercise in paraphrase, summary and analysis | 500 | 12 |
| Essay 2a | 1-3 | An essay developing the ideas in your Chapter | 1250 | 125 |
| Essay 2b | 1-4 | A revision based on conference and markups | 1250 | 75 |
| Essay 3a | 1-3 | choose article, summarize, explain, analyze | 1500 | 100 |
| Essay 3b | 1-3 | totally revised –becomes Essay 2b | 1500 | 125 |
| Essay 3c | 1-4 | Op-ed piece , based on research done for Essay 2 | 750 | 80 |
| E4-Reflection | 1-4 | Reflection of writing process for portfolio | 1250 | 125 |

Presentations (SLO 2 and 4)

| Topic | Evaluated for | Total time | points |
|---------------------|-------------------------------|------------|--------|
| Chapter | Effective teaching, knowledge | 20 | 30 |
| OP-ed solution(E3) | Clarity of ideas | 5 | 20 |
| | total | 25 | 50 |

Journals (SLO 1-2)

| Journal | Evaluated for | with | points |
|---------|---|-------|--------|
| 1 | Class notes, chapter reading | E2 | 33 |
| 2 | Class notes, quizzes, chapter reading, pre-work on E2 | E3 | 50 |
| 3 | Class notes, quizzes, and E3 pre-work | E4 | 75 |
| | | total | 158 |

All other course work

Class work (based on participation in group work, etc) approx.100

Portfolio 50

TOTAL POINTS (approx) POSSIBLE 1000

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. <http://peerconnections.sjsu.edu/>

Robin's Office Hours are on Thursdays from 2pm to 4pm in Clark (big room)

Carlos' Office Hours are on Thursdays from 10am to noon in Clark (big room)

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>.



For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Reading and presentation setup

Chapter topics in required book

I will cover: Introduction to college writing Ch 1

Group 1: How important **vocabulary** is in each subject Ch 2

Group 2: How to take notes when **reading** Ch 3

Group 3: How to get the essay **written** Ch 4

Group 4: What **rules** to pay attention to Ch 5

Group 5: What a good essay is Ch 6

I will cover: How to write about what **others say** Ch 7

Course Schedule—not to be strictly adhered to!

This is a preliminary estimate of what and when we will participate in these activities—the actual dates depend on how quickly the class progresses through the lessons in the book.

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| Week 1 | Thurs Jan 24 (1) | Intros, Course overview Meyers Briggs and contract Essay 1 topic Homework—notes for Essay 1 |
| 2 | Tues Jan 29 (2) | NOT in Classroom— but IS 134 — Formatting in word Essay 1—from outline Submitting to D2L |
| | Thurs Jan 31 (3) | Answer questions—mentor intro Groups set up Group contract designed Chapter for each group, with questions to answer and teach Explain Essay 2—process required for chapter purpose |
| 3 | Tues Feb 5 (4) | Answer questions—mentor _____ Present contract for group with group picture Summary and paraphrasing lesson In class writing on E2: introduction and thesis Each person in group explains their portion of the chapter to others in group Design presentation |
| | Thurs Feb 7 (5) | Answer questions, Peer review Introduction and thesis (typed) Lesson—thesis to topic sentences in each paragraph Write topic sentences in journal for each paragraph/point |
| 4 | Tues Feb 1 (6) | Answer questions, mentor _____ Return Essay 1—go over matrix Peer review intro's connection to body paragraphs Lesson on conclusion as outcome—lessons learned |
| | Thurs Feb 14 (7) | Answer questions, Peer review all of E2, go over matrix from E1 to correct all previous issues and note new ones from peer reviews J1-turn in journals |
| 5 | Tues Feb 19 (8) | Answer questions, mentor _____ E2 due—in D2L P1 groups 1-2 Essay 3 topics and handouts, go over with groups |
| | Thurs Feb 21 (9) | Answer questions, Presentations for groups 3-4 Continue to review topics for E3 with groups |

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| 7 | Tues Feb 26 (10) | Answer questions, Mentor _____ Presentation from group 5 Essay 2 returned in D2L Select topic for Essay 3 and begin looking at particular points |
| | Thurs Feb 28 (11) | IS 134—E3 research work Lesson on citation using tools in SJlibrary HW: introduction and thesis for E3 |
| 8 | Tues Mar 5 (12) | Conference—go over E2 markup and work so far on E3 |
| | Thurs Mar 7 (13) | conference –go over E2 markup and work so far on E3 |
| 9 | Tues Mar 12 (14) | Answer questions, Mentor _____ Mid semester review Peer review Essay 2 revised essay—focusing on issues from conference Go over matrix from E2, for revising E2a |
| | Thurs Mar 14 (15) | Answer questions, Mentor _____ E2a- revision due in D2L E3—introduction>thesis>topic sentences for paragraphs Lesson on paraphrasing, quoting and citation |
| 10 | Tues Mar 19 (16) | Answer questions, Mentor _____ Peer review E3 Revised Intro, thesis, plus body paragraphs Conclusion and citation review |
| | Thurs Mar 21 (17) | Answer questions, Mentor _____ Final peer review of Essay 3, turn in essay by Monday Turn in Journals |
| | Mar 25-29 | Essay 2 revision returned in D2L by Sunday night Essay 3 due in D2L by Monday |
| 11 | Tues April 2 (18) | Answer questions, Mentor _____ E3, Journals and Matrix returned In-class journal writing on revision process Op-Ed piece discussion and group work (E4) |
| | Thurs April 4 (19) | Answer questions, Mentor _____ Peer Review of first sentence of Op-ed piece (E4) Discuss your support for claims with the group |
| 12 | Tues April 9 (20) | Conference – E3 Revision and E4 so far |
| | Thurs April 11 (21) | Conference – E3 Revision and E4 so far (E3 Revision due by Friday) |

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| 13 | Tues April 16 (22) | Answer questions, mentor _____ In-class journal writing on revision process using matrix and notes Peer Review E4 Intro and thesis |
| | Thurs April 18 (23) | Answer questions, mentor _____ Peer review E4 whole essay |
| Week 14 | Tues April 23 (24) | Answer questions, mentor _____ E3 revision returned in D2L Group work on Presentations for Topics for E3 and 4 |
| | Thurs April 25 (25) | Answer questions, mentor _____ Presentations on Essay 3 and 4 topics (E4 Due in D2L) |
| 15 | Tues April 30 (26) | Answer questions, mentor _____ Portfolio project overview Essay 5 topics and how to make it flow |
| | Thurs May 2 (27) | Answer questions, mentor _____ Peer review of Essay 5 intro and thesis E4 returned in D2L by Sunday |
| 16 | Tues May 7 (28) | Answer questions, mentor _____ Semester review and SOTES Peer review of Essay 5 reflection—typed and formatted |
| | Thurs May 9 (29) | Final day festivities Portfolio turned in last class E 5 turned in to D2L |
| | | I will send an email out to notify you when you can pick up your portfolios. I will not keep them past the first week of the following semester. The binders/notebooks/dividers, and other components will be recycled. |

Grades will be turned in by May 24—will input into D2L by then as well

Notes

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