

San José State University
ENGL 100A –Writing Competency
Course Greensheet – Spring 2013¹

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Office Phone: (408) 924-4544 (**my preferred method of contact is e-mail**)
Office Hours: Tuesdays/Thursdays , 3-4 p.m.
Canvas: This course uses the online grading and scheduling program Canvas
Course Day/Time: Section 03: Tues/Thurs, 9-10:15 a.m.
Section 05: Tues/Thurs 10:30-11:45 a.m.
Prerequisites: Passed ENGL 1B or equivalent; taken WST at least once without passing.

COURSE DESCRIPTION

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

COURSE GOALS

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 8000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and a critical reflective essay on a book length work of non-fiction.

STUDENT LEARNING OBJECTIVES (SLOs)

By the end of the course, students will be able to:

- a. Use correct and situationally appropriate sentence structure and grammar;
- b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
- c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;
- d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
- e. Critically read, interpret, and synthesize multiple texts;
- f. Write well organized, well developed essays with a clear thesis;
- g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
- h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

REQUIRED TEXTBOOKS AND MATERIALS

- Materials packet will be available in the "Files" icon on Canvas. I will give you instructions in class as to what materials you will need to print out for class on a weekly basis.
- Rose, Mike. (1989). *Lives on the Boundary*. Penguin. ISBN 978-0-14-303546-6
- Lane, Janet & Ellen Lange. (2012). *Writing Clearly: Grammar for Editing*. 3rd ed.
- A college-level English dictionary
- Internet access

¹ This course has been adapted from a similar one developed by Julian Heather and Fiona Glade at CSU Sacramento.

TUTORING AND OTHER RESOURCES

- **Writing Center: 1st floor, Clark Hall**

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.

- **Peer Connections locations:**

- 1st floor, Clark Hall
- Student Services Center 600
- Living Learning Center, Campus B village, 1st Floor

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/>

- LLD 4: One-unit tutorial class to support learning and success in English/LLD 100A assignments. Twelve weekly sessions of one-on-one coaching with graduate students who specialize in second language writing issues. Students enroll based on commitment to personalized learning and instructor recommendation. **In-person enrollment (Feb. 4th – Feb. 8th, 10-12, 1-4 in 244 Clark) is on a 1st-come, 1st served basis**, with some seats reserved for those in T/Th afternoon classes.

- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

- **Counseling Services**

“We are here for you! Our personal and educational counselors are here to help you identify and accomplish your goals; enhance your personal development; meet your life's challenges; and improve your interpersonal relationships. We're friendly, caring, empathic, and understanding. We strive to help you grow! While no issue is too big or small, many tell us that they wish they had come to counseling sooner. Maybe it's that exam you wished you did better on? Or maybe there's a special person you want to talk to? Feeling stressed or unmotivated? Come on in and start the journey in understanding yourself. We look forward to working with you! Seek counseling and treat yourself well!” The Counseling Services website is located at

<http://www.sjsu.edu/counseling/>

Online Resources

- **Canvas:** Canvas is similar to Desire2Learn (D2L) that you may have used in past semesters. You will automatically have access to Canvas through your mySJSU account. We will discuss how to access and use this technology in the first week of class.
- **Turnitin.com:** We will be using Turnitin.com for the three main writing assignments. The turnitin software is already embedded within Canvas, so you do not need an additional password to access turnitin.com.

CLASS RULES AND PARTICIPATION

- Students who are continuously late and disruptive will be asked to leave the classroom.
- All electronic devices will be turned off and put away prior to the start of the class period, unless you have an exception from the DRC.
- Bring all books to all class meetings. Not having books in class means that you are not prepared to participate in class, and you will be asked to leave.
- You will come to class prepared to participate, meaning that you have read assigned readings and finished homework for that day, and have prepared questions and comments on the assigned readings.
- Missed homework may **NOT** be made up without an acceptable excuse and a doctor's note or other documentation. If you miss a class due to illness or injury, e-mail me and bring a doctor's note and any assignment that was due when you return to class.
- Missed in-class essays may **NOT** be made up unless I am notified prior to the day of the essay that you will be missing that day of class. As with homework and other assignments, proper documentation of your absence will be needed (i.e. doctor's note).
- If you miss a class, **ask a classmate what you missed**, including assignments. During the first week of class, introduce yourself to a classmate and **exchange e-mails**. Canvas is also a place where you can communicate with classmates on assignments. I will show you this feature in class.
- I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.). Assignments will be submitted online to Canvas or in class, and your syllabus will instruct you what to do for each assignment.

E-MAIL VS. OFFICE HOURS

1. **E-mail** is for short correspondences, and **office hours** are for longer discussion. Students should e-mail professors for quick clarification on assignments, or to schedule a time to meet during office hours if they are confused. Lengthy e-mails, or e-mails that ask a professor to explain or work through something that a student does not understand, involve topics for which a student should be seeking office hours. Be sure to take good notes in class, as this will help you remember aspects of the assignment later when you revisit it at home. If you need guidance on your work, office hours give you 10-15 minutes of time to address any confusion. Also, tutoring centers on campus are free and very helpful.
2. Although I am understanding of personal issues (i.e. school stress, problems with a roommate, family issues), I am not qualified to give advice on those issues. If you need to talk to someone about personal stresses, you have many resources available to you. **SJSU provides qualified assistance to students in the form of counseling and other services if a student needs personal help. It is completely normal to have stressful experiences through college; contact information to these services will be found on page 2 of the syllabus.**
3. Re-read assignments when you get home, highlighting words you don't understand and utilizing your course textbooks (and indexes of books), dictionaries, Google, Wikipedia, and the library to help you understand terms, movements, grammar, style, content and other elements of an assignment. The resources you have as a student in the 21st century are ubiquitous. Lastly, course work, especially writing assignments, requires intense thought and time on the part of a student.

Sit with an assignment for a lengthy period of time, thinking about your approach to it and taking notes on it before you begin to write. Only then, after you have thought about the assignment critically, should you ask me questions. **I am happy to help you, but only after you have attempted tackling the assignment yourself. Come prepared to office hours to discuss specific elements of an assignment that you are having trouble with.**

4. If e-mailed during the week, Monday through Thursday, expect a response within **24** hours. If e-mailed during the weekend, Friday through Sunday, expect a response in **48** hours, or after the weekend. This means that you should take a moment to look ahead at assignments and due dates before the weekend to make sure you understand the assignment, and exchange e-mail with peers in class (form a help network).
5. Last minute e-mails, e-mails sent late at night the day before an assignment is due, will not receive a response. If a student has waited last minute to begin an assignment, the fault lies with the student.

GRADING POLICY AND ASSIGNMENTS

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70 points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14th week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. **The points you receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.**

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade. (see grading rubric and grading scale included in this greensheet). To receive a C or higher for course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor **may choose** to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good standing in the course and have **excellent, consistent participation** in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

DESCRIPTION OF ASSIGNMENTS

Assignment	Description	Word count	Assessment
Rhetorical Analysis	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.	1750	Maximum 25 points
Discipline Investigation	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).	1750	Maximum 25 points
Critical Reading Reflection	Throughout the semester, you will read sections of a full length work of fiction or non-fiction (in Spring 2013 it is <i>Lives on the Boundary</i>) and respond to what you read in a series of reflective journals. Two of these will be written in class. At the end of the semester, you will draw on these reflections to write the Critical Reading Reflection.	2000	Maximum 25 points
Cover Letter	This is a one paragraph letter to readers of your portfolio in which you explain which of the three above assignments is your best work and why.	200-300	Maximum 5 points
Homework, quizzes, journals & participation	Your instructor will decide how to assign these points to your class work and participation. There will be a minimum of 4 journals (2 in-class, 2 out-of-class).	1500	Maximum 20 points
	<i>By the end of the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.</i>		Maximum 100 points; minimum 70 points
Final Portfolio	The portfolio must include the following: <ul style="list-style-type: none"> • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the cover letter – 500 words • A final, clean copy of three main assignments comprised of at least 5500 words of revised, polished writing (see above); • First and intermediate draft of each of the three main writing assignments which show instructor’s comments and a rubric marked by the instructor; • Two in-class, handwritten journals; • The assignment sheets for all assignments; 	6000 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
Final Exam	An in-class, timed essay, common across all sections of 100A.	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

GRADING RUBRIC to be used in evaluating both the portfolio assignments and the final exam.

THE WRITING:

4	<ul style="list-style-type: none"> • meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions. • is well-organized and thoroughly developed. • shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc. • intelligently addresses the assignment.
3	<ul style="list-style-type: none"> • meets most of the rhetorical expectations of the assignment, including purpose, format, etc. • is somewhat organized but may require more development. • contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader's understanding. • may address some parts of the assignment better than others.
2	<ul style="list-style-type: none"> • meets few rhetorical expectations of the assignment. • shows weak development and cohesion and/or inappropriate rhetorical choices. • shows an accumulation of grammar and syntactical errors that interfere with readers' understanding. • omits or misunderstands major parts of the assignment.
1	<ul style="list-style-type: none"> • fails to meet the rhetorical expectations of assignment. • fails to organize and develop ideas. • contains grammar and syntactical errors that seriously interfere with readers' understanding. • fails to address the assignment.

Guide to the four categories

- Rhetorical expectations, including purpose, format, tone, etc.
- Development and organization
- Grammar and syntax
- Addressing the assignment or topic

Letter grade to percentage scale

A+	98-100
A	94-97
A-	90-93
B+	86-89
B	82-85
B-	78-81
C+	73-77
C	70-73
C-	66-69
D+	62-65
D	58-61
D-	54 or lower
F	Not eligible for portfolio and final exam



Serves as alternative satisfaction of the WST

Does not serve as alternative satisfaction of the WST

WEEKLY SCHEDULE : Changes to the schedule (i.e. moving due dates or course activities) may occur, and you will be informed of these changes both in class and by email in a timely manner.

Week	Tuesday	Thursday
Week 1 1/24		<ul style="list-style-type: none"> • Course introduction • What is rhetoric? Discourse communities, genres, rhetorical analysis, rhetorical appeals [SLOs e, g]
Week 2 1/29 – 1/31	Diagnostic essay in-class (Journal 1) (1 pt) Bring a large blue/green testing booklet and dictionary [SLOs a, c, f,]	<ul style="list-style-type: none"> • Introduce Rhetorical analysis assignment (RA) Rhetorical appeals and strategies; audience, purpose, and genre • HW for next class – bring possible documents for analysis for the RA (at least 2) [SLOs e, g]
Week 3 2/5 – 2/7	Due: Check student documents for RA (1 pt) Discussion of diagnostic essays: thesis, structure, coherence, examples. Grammar: <i>WC</i> , sentence structure, comma splices, run-ons, fragments [SLOs a, b, c, d]	Grammar: <i>Writing Clearly ((WC)</i> sentence structure, comma splices, run-ons, fragments cont'd Plagiarism activity [SLOs a, d]
Week 4 2/12- 2/14	Due: Introduction and Ch. 1 questions for <i>Lives on the Boundary (LB)</i> in class (2 pts) Discussion of <i>LB</i> <i>WC</i> : verb form and tense [SLOs a, e, g]	Grammar: <i>WC</i> ; verb form and tense RA example essay DUE: First draft of RA to turnitin.com by 10 p.m. tomorrow (Friday, 2/15), minimum of 4 pages. [SLOs a, c, d, e, f, g, h]
Week 5 2/19 – 2/21	Summarizing, paraphrasing, and quoting MLA format; citations; works cited HW:Begin looking for someone to interview for Discipline Investigation assignment [SLOs d, h]	DUE: Second Draft of RA: Bring one hard copy to class for peer review workshop HW:Look for someone to interview for DI [SLOs a, b, c, d, e, f]
Week 6 2/26 – 2/28	Introduction to Discipline Investigation (DI) The rhetoric of interviewing and reporting Grammar: verb form and tense cont'd. Due: Ch. 2 questions for <i>LB</i> (2 pts) [SLOs a, c, d, g, h]	In-Class essay (Journal 2) (2 pts) Bring large blue/green exam book and dictionary DUE: Final draft of RA to turnitin.com by 10 p.m. tomorrow (Friday, 2/29). [SLOs a, c, f]
Week 7 3/5 – 3/7	Grammar: Word choice and wordiness DI example essay Due: Interview Questions (2 pts) [SLOs a, d, e, f, g, h]	Grammar: Word choice and wordiness cont'd Discussion of <i>LB</i> Ch. 3 Due: HW on Ch.3 of <i>LB</i> (Journal 3) (2 pts) [SLOs a, e]
Week 8 3/12 – 3/14	In-class work with <i>LB</i> , Ch. 4 Due: Personally assigned grammar HW from <i>WC</i>, based on your patterns of error on the RA, in class (2 pts) [SLOs a, e, g]	Style: transition words and phrases In-class work with <i>LB</i> , Ch. 4 Note-taking, reading, and comprehension strategies [SLOs a, e, g]
Week 9 3/19 – 3/21	Grammar: <i>WC</i> , adjective and adverb clauses Due: First draft of DI to turnitin.com tonight by midnight (minimum of 4 pages) [SLOs a, f]	Grammar: <i>WC</i> , noun clauses Sign up for mandatory student conferences Tues. (4/2) and Weds. (4/3) [SLOs a, f]
3/25 - 3/29	SPRING BREAK	SPRING BREAK
Week 10 4/2 – 4/4	Mandatory Student conferences Tues. (4/2) and Weds. (4/3) This cannot be made up. DUE: Second draft of DI, one hard copy to me in your conference. [SLOs a, b, c, d, f, h]	Introduce Critical Reading Reflection (CRR) In-class work with <i>LB</i> , Ch. 5 The rhetoric of reflection; comparing and contrasting [SLOs c, d, e, g]

Week	Tuesday	Thursday
Week 11 4/9 – 4/11	Example CRR paper DUE: Final draft of DI to turnitin.com by midnight [SLOs c, d, f, g, h]	In-Class essay on <i>LB</i> Ch. 6 (Journal 3) (2 pts) DUE: Personally assigned grammar HW in WC based on our conference (2 pts) HW: read Ch. 7 & 8 by next Thurs. [SLOs a, b, c, d, f]
Week 12 4/16 – 4/18	Experts of rhetoric: a critique of Alexandra Wallace Due: First draft CRR to turnitin.com tonight by midnight (4 pages minimum) [SLOs c, d, e, g, h]	Wrapping up <i>LB</i> , Ch. 7 & 8 (come to class having read both chapters) Due: Letter to Alexandra (Journal 4) (2 pts) [SLOs d,e, g]
Week 13 4/23 – 4/25	The rhetoric of cover letters Thoughts on resume writing and presenting yourself for employers Assign cover letter (5 pts) [SLOs c, d, f, g]	<i>LB</i> Epilogue: Lilia DUE Final draft of CRR to turnitin.com by 10 p.m. tomorrow (Friday 4/26) [SLOs e, g]
Week 14 4/29 – 5/3	Peer review and workshop on your cover letter; bring one hard copy to class • Students notified over the weekend if they are not eligible for the portfolio and final exam. Administer SOTES [SLOs a, b, c, d, f]	• Portfolio preparation workshop for eligible students Due: Portfolio and cover letter [SLO c]
Week 15 5/6 - 5/10	FINAL EXAM DONE IN-CLASS – 5/6 NO MORE 100A CLASS MEETINGS AFTER 5/6 (CLASS IS FINISHED)	
Week 16	PORTFOLIO READING takes place between 5/3 and 5/10 FINAL EXAM READING DAY – FRIDAY MAY 10TH RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS (5/13 -5/14) Students who are allowed to revise their portfolios must turn them in by May 20th, 5 pm. Results back by May 22nd, 5 pm.	

DROPPING THE COURSE

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. If you pass the WST after the drop deadline, you will not be able to drop 100A or withdraw without penalty. You will only be allowed to withdraw for the reasons specified in the late drop policy. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

GRADING: 100A is graded A-F. CR/NCR is not an option in this course because a “credit” in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

INCOMPLETES: No incompletes will be given for 100A.

OTHER IMPORTANT COURSE POLICIES

1. Statement of Plagiarism: The LLD and English Departments would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:
 - 1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

- 1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
- 1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own.(available at <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL or LLD 96 course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies. www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

2. Academic integrity statement (from Office of Judicial Affairs): Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>
3. Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.
4. Campus policy in compliance with the Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. DRC's phone number is 924-6000.
5. Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<http://www2.sjsu.edu/senate/s90-5.htm>).
6. If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by both instructors. (<http://www2.sjsu.edu/senate/S04-12.pdf> and academic dishonesty http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf).
7. Evacuation plan for the classroom. See posted information in classroom.