

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 11, Fall 2014

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Office Hours:	Mon. 1:15-2:15 pm, Wed. 10:15-11:15 am, and by appointment
Class Days/Time:	MW 9:00-10:15 am
Classroom:	Dudley Moorhead 208
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	Written Communication A2

Course Description

“English 1A: Global Citizenship and Composition” is a themed course in which we will focus on readings and other materials that address diverse conditions around the world and concepts relating to modern globalization, as well as ways you as students can relate to and understand how our world works. Topics we cover may include labor, gender issues, human rights, food, capitalism, conflict, and more. In addition to selections from the course texts, we will also look at current news sources and nontraditional narratives, including videos, visual storytelling, and interactive online resources. Group discussions will be an important part of helping you to dig into complex global concepts. The world is changing more rapidly than at any point in history, and humans are more connected than ever before. As such, a major goal of this course is to encourage you to consider the world from the perspective of a “global citizen”—a resident not only of San Jose, California, or America, but of an increasingly interconnected world. But don’t forget: this is, first and foremost, a writing class. The global discussions and materials will give you a jumping-off point from which to develop stronger writing and critical thinking skills that you can use in all of your college writing and beyond.

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 personal experience, on 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. **These are skills that can translate to ANY degree or career field—effective communication is essential to your success in the future, both in college and in your professional life. Nearly every class you take at SJSU will include essay assignments; this class is designed to prepare you for any paper you may write.**

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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives for GE Area A2

Students shall

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

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 AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Materials

- *The Norton Sampler* (8th edition), Ed. Thomas Cooley
- *The Norton Field Guide to Writing* (3rd edition), Eds. Richard Bullock and Maureen Daly Goggin
- *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* by Nicholas D. Kristof and Sheryl WuDunn
- *The Everyday Writer* (5th edition) by Andrea Lunsford (**NOTE: as an incoming freshman, you received a free e-book version of this text. You may use the electronic version for this class.**)

Other material requirements:

- Sonia Sotomayor's memoir *My Beloved World* (**free** to incoming freshmen)
- Multiple green books for in-class essays/pencils
- Loose leaf paper for regular reading responses and group work (to be turned in)
- College-level dictionary

Classroom Protocol

Sensitivity: Because of this course's focus on global issues, we will sometimes discuss difficult, polarizing, or controversial issues and concepts. I do not expect you to all have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I **DO** expect is that you listen to and respond to differing opinions, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; **ENGAGE** with them in a productive manner. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes.

Canvas: You must have access to Canvas to participate in this class. All supplementary readings, videos, etc., that are not in the course textbooks will be posted on Canvas, in addition to copies of assignments, quizzes, and more. Some weeks, we may not use Canvas at all, but we will rely on it heavily during other weeks. Later in the semester, you will also be expected to post and respond to discussion questions on Canvas. You will need to post materials for your grammar and reading presentations as well. Periodically, I will post important announcements and reading assignments, so please check Canvas frequently. **You MUST print all readings from Canvas and bring them to class the day they are assigned so we can discuss them.**

Absences: If you miss a class, contact a classmate to get notes, assignments, etc. It is up to you to show up prepared to the next class session. Please do not ask me to do extra things for you if you miss class. You will not receive participation credit for days you miss unless you inform me **BEFORE** class meets that you are ill or have an extenuating circumstance and make arrangements to complete the class work. You will exchange contact information with other students on the second day of class.

Lateness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is incredibly rude to the instructor and your classmates, and I will call you on it.

Electronic devices: Cell phones, iPods, laptops, tablets, etc. are not allowed in class except on designated technology days. Turn them off and put them away before class begins and do not take them out again until class has finished. You will receive no participation credit for the day if you use one of these devices in class.

Technology days: On certain days when we use *The Everyday Writer*, to which you have free electronic access, I will allow devices such as tablets and computers. I prefer that you do not access the e-book on your phone because of the distractions presented by smart-phones. I will announce these technology days in class as they come up. On these days, I expect you to be focused on the material and not the Internet. If I see you using your device for any reason other than viewing *The Everyday Writer*, you will lose participation credit for that day. Do NOT use online citation tools (such as RefWorks) to generate MLA citations for you.

Participation: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group discussions, bringing materials to class, focusing on the task at hand instead of, for example, other classes or your phone, and essentially contributing to the learning process of our discussion-style classroom.

E-mail and other communication: When emailing, remember to sign your name at the end of the email and put the course name/number in the subject line. I cannot always know who you are by your e-mail address. Also, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional. E-mail is my preferred contact method and will ensure the quickest response.

TurnItIn.com: You will submit all your out-of-class essays to this site, which monitors for plagiarism. I will make the submission information available before the first out-of-class essay is due. Indication of plagiarism will result in a zero for the assignment and potential disciplinary action. Your paper will be considered late if you do not complete the TurnItIn requirement by the due date, and I will dock your grade.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments: Assignments for this course will include

- readings (essays, instructional materials, and other sources) for each class meeting
- daily reading responses, either as homework or in class (these are what I will mainly use to confirm your participation for each day)
- group grammar presentations on specific mechanical issues (two students per group)
- group reading presentations on the book *Half the Sky* (groups of 4-5)
- peer workshops of upcoming essays,
- quizzes (including potential pop quizzes if I determine the class is not keeping up on the assigned reading)

- mandatory office-hours conference
- in-class and out-of-class essays, **including graded revisions**, which will make up the bulk of your grade

The reading load for this class is relatively light compared to many college courses, and it is disrespectful to me and your fellow students if you come to class unprepared. (See below for more on participation.) **That said, I am here to help you; I WANT to help you, but I cannot do so if you do not ask for help within an appropriate time frame. If you are struggling with the workload, please let me know right away, and I will do my best to work with you.**

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 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. **This course must be passed with a C or better as a CSU graduation requirement. If you receive a C-, you will not be permitted to enroll in English 1B.**

Grading Breakdown

Final Portfolio Essay	15%	(150 points)
In-class essays (3 x 600 words)	15%	(150 points)
Out-of-class essays (4 x 1000-1400 words)	40%	(400 points)
Grammar presentations	5%	(50 points)
<i>Half the Sky</i> presentation	5 %	(50 points)
Participation	20%	(200 points)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below. **The grading breakdown and schedule are subject to change with advance notice.**

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Conference requirement: Each student **MUST** meet with me at least once this semester during office hours, or you will lose points from your participation grade. You are responsible for arranging this, whether during my regular office hours or by appointment. This is to help you—I can point you in the right direction when you are writing an essay,

help with grammar issues, discuss your progress in the class, etc. It is important to get comfortable meeting with professors one-on-one, because developing professional relationships can often lead to opportunities down the road—and because we will be the ones writing letters of recommendation for you someday soon.

Draft requirement: Some of our out-of-class essay assignments will include mandatory rough drafts, on which I will provide feedback for the final essay. Your classmates will sometimes workshop your drafts as well. If you do not turn in a rough draft, or if it is clear that you threw the draft together with little effort, I will automatically deduct 25% from your final draft grade. Treat your first drafts as final papers that you would turn in for a grade.

Late paper grades: With acceptable notice, I will dock one full grade per day that the paper is late, but you will be allowed to turn it in. Otherwise, all papers must be submitted at the beginning of class the day they are due. If you come to class late on a day an essay is due, it will count as late.

Note on participation grade: University policy F69-24 states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” However, your grade will suffer if you miss class because you will not be present to complete the participation assignments. I expect you to have done the reading; I expect you to be prepared to contribute at least one comment to the discussion—write down your thoughts beforehand if necessary or refer to your homework.

Extra credit:

You may earn extra credit points in two ways: either by attending a specialty workshop presented by the Writing Center (the schedule is available under “Announcements” on Canvas), or by attending up to two events (for credit; I encourage you to see more!) presented by the Center for Literary Arts (CLA) or the Steinbeck Center, most of which are free and on campus. To earn credit, you must submit a 1-page write-up of each event discussing what you learned. Each write-up is worth 10 points.

As information on global-themed events becomes available, I will keep you posted and offer extra credit for those as well. If you know of any events that fit into our course theme, please let me know. If I approve them in advance, I will give you extra points for attending those as well.

Below is a schedule of speakers/authors who will be visiting SJSU this semester:

- **HIGHLY RECOMMENDED: Sept. 10** - Khaled Hosseini, author of *The Kite Runner*, presentation of the 2014 “In the Souls of the People” Steinbeck Award, 7:30pm, New Student Union
Tickets are \$10 for students with ID, \$20 general admission with discount code “spartan” <https://www.eventbrite.com/e/khaled-hosseini-tickets-12296231359>

- **Sept. 24** - David Shields (fiction/nonfiction), 7pm in MLK 225/229
- **Sept. 25** - David Shields in Conversation with Ethan Nosowsky, 1pm in MLK 225/229
- **Oct. 1** – Julia Reynolds, former Steinbeck Fellow, reads from her new book, *Blood in the Fields: Ten Years Inside California's Nuestra Familia Gang*, 7pm, MLK 5th Floor
- **Oct. 16** - Maggie Nelson (poetry/criticism/memoir), 7pm in MLK 225/229
- **HIGHLY RECOMMENDED:** U.S. Supreme Court Justice, the Honorable Sonia Sotomayor, 4pm, Student Union (FREE TO STUDENTS WITH ID)
- **Oct. 28** - Tracy K. Smith (Pulitzer Prize-winning poet): "Imagining the Universe" (@ Stanford University)
- **Oct. 29** - Tracy K. Smith, 7pm in MLK 225/229
- **Nov. 12** - Ru Freeman (fiction), 7pm in MLK 225/229
- **Dec. 3** - Steinbeck Fellows Cara Bayles, Yalitza Ferreras, and Reese Okyong Kwon, 7pm in MLK 225/229

Additional Student Resources

Technology Labs

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.



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 <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.

- Note on grammar/style assistance: I am also a former senior writing specialist from the SJSU Writing Center and am available during my office hours to offer similar assistance should you find it difficult to get an appointment at the WC. Please be sure to schedule this time with me beforehand so I can prepare any necessary materials.

SJSU 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. Peer Connections has three locations: SSC, Room 600 (10th Street Garage on the corner of 10th 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 <http://peerconnections.sjsu.edu> for more information.

Accessible Education Center

Effective August 12, 2013, the Disability Resource Center (DRC) will have a new name: the Accessible Education Center. Research of best practices in higher education suggests the removal of the term “disability” from co-curricular programs. The center’s new name incorporates a philosophy of accessible education for students with disabilities without emphasizing their disabilities. The Accessible Education Center or AEC will continue to function as a comprehensive department featuring distinct yet interconnected programs, services, and accommodations aimed at the strategic removal of barriers that inhibit students with disabilities’ full physical and curricular access, co-curricular engagement and learning, and effective communication. The new name reflects the broad scope of attention and support for our students with disabilities and the University’s continued commitment to increasing accessibility and inclusivity on campus. For more information, please contact the office at (408) 924-6000 (voice) or (408) 924-5990 (TTY).

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Important dates for Fall 2014

Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran’s Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)

English 1A, Fall 2014, Course Schedule

IMPORTANT: Schedule subject to change with fair notice; notice will be given via either Canvas or email, or in class. **Expect more readings to be added to listed assignments as current world events occur, especially later in the semester.**

NS = The Norton Sample

FG = The Norton Field Guide

EW = The Everyday Writer

HtS = Half the Sky

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	Introduction, syllabus review, grammar diagnostic, preview of diagnostic essay
	8/27	In-class essay #1 (In-class Diagnostic; 600 words) Bring green book and dictionary Readings on Canvas: Nutella article and “A Very Short Introduction to Globalization” Turn in grammar diagnostic
2	9/1	LABOR DAY – NO CLASS
	9/3	Essay #2 Assigned (Out-of-class Narrative; 1,000 words) Review grammar diagnostic Reading on Canvas: “My Definition of Global Citizenship” <i>NS</i> : “Narrative” (pg. 123-133); “Turning Japanese” (pg. 155-160) + assigned questions <i>FG</i> : “Drafting” (pg. 266-268)
3	9/8	Assign grammar presentations/sign-up sheet <i>FG</i> : “Purpose,” (pg. 3-4); “Audience” (pg. 5-8); “Beginning and Ending,” (pg. 299-311); “Narrating” (pg. 387-395) <i>NS</i> : “Orange Crush” (pg. 161-166) + assigned questions
	9/10	<i>EW</i> : “The Top 20” (pg. 3-12); “Planning and Drafting” (pg. 66-77) <i>FG</i> : “Writing as Inquiry” (pg. 251-254); “Generating Ideas and Text” (pg. 259-265); Canvas: “Learning to Read”
4	9/15	Begin grammar presentations Select readings for <i>Half the Sky</i> (six chapters) Canvas: “The Stool Makers of Jobra Village”; Pablo Picasso, “Guernica” <i>NS</i> : “The Back of the Bus” (pg. 167-176) + assigned questions
	9/17	Essay #2 DUE (Out-of-class Narrative) <i>Half the Sky</i> presentations assigned/sign-up sheet
5	9/22	MLA review/technology day <i>NS</i> : “Cause and Effect” (pg. 471-481); “Why and When We Speak

Week	Date	Topics, Readings, Assignments, Deadlines
	9/24	Spanish in Public” (pg. 506-509) + assigned questions MLA Format and Citation Quiz/technology day REQUIRED: Bring <i>Everyday Writer</i> (or e-book version) for quiz FG: “Analyzing Causes and Effects” (pg. 318-322); “Taking Essay Exams” (pg. 414-418) More reading: TBA
6	9/29	Essay #3 (In-class Cause-and-effect; 600 words) Review MLA Quiz Reading: TBA
	10/1	Essay #4 Assigned (Out-of-class Compare and Contrast; first draft 1,000 words; revision 1,200 words) Canvas: “The Dark Side of Dubai” NS: “Comparison and Contrast” (pg. 353-362) FG: “Evaluating Sources” and “Synthesizing Ideas” (pg. 453-461)
7	10/6	NS: Watching Oprah from Behind the Veil” (pg. 368-372) + assigned questions; “Like Mexicans” (pg. 390-396) + assigned questions
	10/8	NS: “Gender in the Classroom” (pg. 397-405) + assigned questions FG: “Comparing and Contrasting” (pg. 348-355) More reading: TBA
8	10/13	Essay #4 Workshop (Out-of-class Compare and Contrast) IMPORTANT: Bring two copies of essay draft EW: “Get the Most from Peer Review” (pg. 106-110) FG: “Assessing Your Own Writing” (pg. 269-274)
	10/15	FG: “Getting Response and Revising” (pg. 275-281); “Editing and Proofreading” (pg. 282-286) EW: “Consult Instructor Comments” and “Revise” (pg. 111-116) Reading from <i>My Beloved World</i> TBA
9	10/20	FG: “Arguing” (pg. 323-341) EW: “Critical Reading” (pg. 129-143) NS: “The Island of Plenty” (pg. 539-544) + assigned questions; “Empathy: What We Need Now” (pg. 550-557) + assigned questions
	10/22	Essay #4 DUE (Out-of-class Compare and Contrast Revision) Essay #5 Assigned (Out-of-class Argument; first draft 1,200 words; revision 1,400) HtS: read “Introduction: The Girl Effect”
10	11/3	<i>Half the Sky</i> presentations (x 2) HtS: read assigned chapters EW: “Constructing Arguments” (pg. 161-183)

Week	Date	Topics, Readings, Assignments, Deadlines
	11/5	NO CLASS – ALTERNATIVE ASSIGNMENT TBA
11	11/10	<i>Half the Sky</i> presentations (x 2) <i>HtS</i> : read assigned chapters <i>NS</i> : “A Modest Proposal” (pg. 612-622) + assigned questions More reading: current world events – TBA
	11/12	Essay #5 Workshop (Out-of-class Argument) IMPORTANT: Bring two copies of essay draft <i>EW</i> : “Integrating Sources and Avoiding Plagiarism” (pg. 224-233)
12	11/17	<i>Half the Sky</i> presentations (x 2) <i>HtS</i> : read assigned chapters <i>NS</i> : “I Have a Dream” (pg. 634-640) + assigned questions More reading: current world events – TBA
	11/19	“Trimming the Fat” workshop Reading: current world events – TBA
13	11/24	Essay #5 DUE (Out-of-class Argument Revision) Review Self Reflection essay <i>FG</i> : “Explaining Processes” (pg. 382-385)
	11/26	Essay #6 (In-class Self-reflection; 600 words)
14	12/1	Essay #7 Assigned (Final Portfolio Essay/Self-reflection Revision; 1400 words) Reading: current world events – TBA
	12/3	Canvas: Sample portfolio essay More reading: current world events – TBA
15	12/8	Reading: current world events – TBA
	12/10	Looking ahead to ENGL. 1B: “Selecting and Integrating Source Materials” presentation
Final essay due	12/12	Essay #8 DUE (Final Portfolio Essay, including revised material from self-reflection essay) <ul style="list-style-type: none"> • ALL classes: Turn in at my office (FOB 109) by 5 pm • Bring SASE if you want essay returned with comments
Finals week	12/12 12/16 12/17	7:15-9:30 – final presentations for 7:30 class 7:15-9:30 – final presentations for 9:00 class 9:45-12:00 –final presentations for 12:00 class