

San José State University
School/Department
English 1A, Composition 1 (GE A2), Section 66, Fall 2014

Course and Contact Information

Instructor:	Alesya Petty
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Office Hours:	TR 10:30—11:45 AM, by appointment
Class Days/Time:	TR 12:00—01:15 PM (Section 66)
Classroom:	BBC 128
GE/SJSU Studies Category:	Written communication A2

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

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. Students will be introduced to citing sources.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

GELO 1 demonstrate the ability to read actively and rhetorically.

GELO 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.

GELO 3 articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

GELO 4 demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

GELO 5 demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Course Learning Outcomes (CLO)

Insert and list your non-General Education course goals and learning outcomes here. Describe the outcome in terms of specific and measurable actions, capabilities or skills students will be able to perform through course activities/experience at the end of your course.

Upon successful completion of this course, students will be able to:

- demonstrate clear and effective communication of meaning.
- write complete essays with identifiable focus, tailored to a particular audience and purpose.
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- explain, analyze, develop, and criticize ideas effectively.
- effectively use within their own essays supporting material drawn from reading or other sources, including appropriate citation.
- organize paragraphs within the essay and sentences within the paragraph.
- use appropriate diction and tone
- show accuracy, variety, and clarity of sentences.

Required Texts/Readings

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>) Online: <http://www.macmillanhighered.com/techsupport>

Other Textbook

The Norton Field Guide To Writing by Bullock. 3d ed. New York: Norton, 2013. ISBN: 978-0-393-91956-1

Other Readings Additional reading materials will be posted on Canvas.

Other equipment / material requirements

You will need lined paper, 3 green books (exam booklets), a college-level dictionary.

Library Liaison

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>

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>.

Reading: We will be working on developing reading strategies to meet GELO 1. Most readings will require written responses. Assigned readings are mandatory and essential for participation in the class discussions. They are carefully selected examples of the studied types of writing you are going to work on during the semester. You must provide adequate Reading Responses (RR), which meet GELO 2-5 and are part of your final grade. Each response must include a summary of main points and your understanding/ interpretation of the text's ideas. **Your written response must be between 200-400 words and must be typed in Times New Roman, 12 point font, double-spaced.** You must submit it by the due date to receive full credit in the form required by the instructor and have access to it on the day the reading is due for in-class discussion. If you miss class, it is your responsibility to submit your response on or before the due date to receive participation credit.

Writing: During this course on college-level composition, you will study and practice various types of writing. Assignments and exercises will help you better understand the *process* of writing with its multiple stages such as prewriting, writing, revising, and editing. A minimum of **three out-of-class** and **three in-class essays are required.** All of the formal writing assignments combined must meet a total **minimum of 8000 words** which is **required to pass this course.** Out of 8000 total words, **this course requires 4000 words of final draft.** We will focus on revision, especially during workshops so that you can learn to revise papers effectively. Also, you will be given opportunities to follow-up or respond to my comments on your essays.

Out-of-class essays (GELO 1-5): These essays have the most influence on your final grade for the whole course. However, specific assignments that go along with the writing of each out-of-class essay will affect the final grade for each essay. Out-of-class essays must be typed in **Times New Roman, 12 point font, double-spaced, and in MLA format when required.** All out-of-class essays will be processed by Turnitin to avoid plagiarism. Assignments are considered late until they are submitted to Canvas/Turnitin. Late work is downgraded for each day after the due date.

In-class essays (GELO 1-5): Each in-class essay must be written in a **green book** and must meet the minimum word count requirement of 750.

Final Exam/Culminating Experience (GELO1-5): Per Academic Senate policy S06-4, all classes require a final exam experience (see www.sjsu.edu/senate/docs/S06-4.pdf).

The final exam schedule is online: <http://info.sjsu.edu/web-dbggen/narr/static/schedules/final-exam-schedule-fall.html>. We are required to meet during final exam week. In lieu of a final exam, you will compose a speech about your writing experience aka Critical Reflection and present it to class on Final Exam day. This presentation is going to be your reflection on all the writing you have done throughout the semester. You will analyze your progress as a writer and summarize what you will have learned about writing as a *process*. It is important that you keep all the drafts and assignments so that you can refer to your previous work for specific examples. Critical Reflection should showcase what challenges you experienced and what strategies you have used for improvement. Think of your personal and academic goals at the beginning of the semester and compare them to what you have achieved by the end of this course. Remember that even accomplished writers have room to learn and improve. You will share your reflection in a form of an *Oral Presentation* at the end of the semester, which is part of your final grade.

Conferences: I highly encourage you to have one-on-one conference with me at least once during the semester. If you would like to discuss questions about your writing or need comments on your written work, you **must** schedule a conference with me. I will not be able to have extensive conversations through email, only specific questions that do not require an elaborate explanation will be answered by email. Questions about your essay

the night before it is due might not get a timely response. *If you have scheduled a conference with me and need to change your appointment, please let me know as soon as possible by email Alesya.Petty@sjsu.edu.*

Assignments

Diagnostic Essay In-class	1.25 hours (500 words min.) GELO 1-5
In-Class Essay 1 & 2	1.25 hours (750 words) GELO 1-5
Out-of-Class Essays 1 & 2	Mixed genre essay (1250-1500 words) GELO 1-5
Research/ Argumentative Essay	Research with two sources min. in MLA format (1500 word min.) GELO 1-5
Final Exam Activity	Critical Reflection Writing, self-assessment of skill acquisition within the course. Includes speech writing and oral presentation. (1250-1500 words) GELO 1-5
Practice Strategy (PS)	Informal writing tasks, in-class or at home for practicing various types of writing. Must be turned in on time for credit. GELO 1-5
Peer-reviews (PR)/ Revisions	Individual/ group work: reading/providing structured feedback/comments on essay drafts. GELO 1-5
Reading Responses (RR)	Written homework and in-class quizzes GELO 1-5
Text Analysis Presentation (TA)	Informal presentations with feedback. GELO 1-5
Grammar Presentation (G)	Group, on assigned topic. GELO 1-3

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.**

A+ 100 – 97	B+ 89 – 87	C+ 79 – 77	D+ 69 – 67	F 59 – 0
A 96 – 93	B 86 – 83	C 76 – 73	D 66 – 63	
A- 92 – 90	B- 82 – 80	C- 72 – 70	D- 62 – 60	

Grade Breakdown	Max Point Value	Weight (%)	Minimum Word Count
Reading Responses & Quizzes	100	10	-
Textual Analysis with Feedback	50	5	1000
Peer-Reviews/Revisions	100	10	-
Practice Strategy	100	10	-
Final Exam Activity	100	10	1000
Diagnostic Essay	100	0	500
In-class essays 1&2	100 each/ 200	(2x10) 20	(2x750) 1500
Out-of-class essay 1&2	100 each/ 200	(2x10) 20	(2x1250) 2500
Research/Argumentative Essay	100	15	1500

All essays will be graded on the Departmental Grading Policy, except for the Diagnostic Essay. The instructor will provide comments to in-class and out-of-class essays (final drafts) which are intended to help you improve your writing.

You are expected to make changes according to the instructor's commentary. Essays will be graded according to the following criteria:

A= Excellent: The "A" essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The "B" essay is less precise and not as convincing as the "A" paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The "C" essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The "D" essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The "F" essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

University policy F69-24, "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."

Late Policy: Walking in late is distracting to the instructor and the class. Please, respect yours and other people's time and effort to start class on time. Late work will be accepted only at the discretion of the instructor and will be downgraded.

If you do not attend class on the day of your presentation or any of in-class essays, you will earn an "F" on those assignments. Emails about missed in-class work and/or homework will not be tolerated. *It is your responsibility to find out what material and assignments you missed and turn them in, if allowed, before the next class.*

Electronic Devices: All electronic devices must be silent and kept in your bag during class unless stated otherwise.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. 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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;

video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 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 [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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) at <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: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A, Fall 2014, Course Schedule

The schedule is subject to change with fair notice.

FG: *Field Guide*, **EW:** *Everyday Writer*, **PS:** *Practice Strategy* (250-300 words)

Italicized assignments and Reading Responses must be turned in by the beginning of class on the listed date.

Date	Topics, Readings and Assignments Due
T 8/26	Introductions
R 8/28	In-class Diagnostic Essay.
T 9/2	Reading Strategies, Rhetorical situations, Reading Response. FG: 1-24, 396-412. Read "Proficiency" FG: 36-7.
R 9/4	Describing strategy FG: 367-374. <i>RR on "Proficiency" 36-7.</i>
T 9/9	Narrative. FG: Narrating strategy 387- 94, Literacy Narrative 42-51. <i>PS: Description due. RR on "Write or Wrong Identity" 27-33.</i>
R 9/11	Memoir. Dialogue. FG:183-90, 376-80. Processes and Drafting FG: 249-285. Quiz on "All Over But the Shoutin'"183-7.
T 9/16	Narrative Draft Due. Peer-review.
R 9/18	Advanced Draft Due. Revision Workshop. EW
T 9/23	Narrative Essay Due. Analyzing Text FG: 52, 69-81. Literary Analyses FG: 81-6. Poetry and Prose. Comparing and Contrasting FG: 348-54. <i>RR on "Metaphor and Society in Shelley's Sonnet"82-5.</i>
R 9/25	<i>PS: Compare/contrast.</i> Quiz on "A Spirit Reborn" 62-4.
T 9/30	Evaluation FG: 164-72. <i>In-class practice. PS: Compare/Contrast due. RR on "Juno: Not Just Another Teen Movie"165-8.</i>
R 10/02	Thesis and Interpretation. Bring a short passage/poem of your choice to class. <i>PS: Evaluation</i>
T 10/07	Text Analysis Presentations.
R 10/09	In-class Essay #1. <i>Submit Text Analysis Presentation to Canvas.</i>
T 10/14	Profile FG: 191,198-203. <i>RR on "Paperclip Man" 191-8.</i> Mixing Genre FG: 235-47.
R 10/16	Report FG: 87, 108-18. Lab Reports 173-82. Read "Rural>City>Cyberspace" 95-9. <i>PS: Profile.</i>
T 10/21	Report Draft Due. Peer-review.
R 10/23	Advanced Draft Due. Revision Workshop. EW
T 10/28	Report Essay Due. Research FG: 419-71. Argument FG: 119, 135-49, 323-40. <i>RR on "The Dark Side of Science" 124-7.</i>
R 10/30	FG: Proposal 205. <i>RR on "Course Requirement: Extortion" 205-13.</i>
T 11/04	Explaining Processes FG: 382-6. Defining FG: 356-65. <i>Proposal for your research is due.</i>
R 11/06	In-class Essay #2.
T 11/11	Veteran's Day. No class.

R 11/13	FG: Cause and Effect 318-21, Evidence/Sources/Plagiarism 475-9, Documentation Styles/MLA 480-523. Sources (2) due -find, cite in MLA, and bring to class. Media/Design FG: 575-619.
T 11/18	Argument Draft Due. Peer-review. <i>Incorporate 1 visual in the body of your argumentative essay draft.</i>
R 11/20	Advanced Draft Due. Revision Workshop. EW
T 11/25	Argument Essay Due. Abstract FG: 150-54. <i>In-class practice.</i>
R 11/27	Thanksgiving Holiday! No Class.
T 12/02	Critical Reflection FG: 214, 217-20. Portfolio FG: 287-96. <i>RR on "My life As a Dog" 214-7.</i>
R 12/04	Speech Draft Due. Revision Workshop.
T 12/09	Submit Critical Reflection Speech to Canvas.
R 12/18	Final Exam. Class meets at 9:45 AM – 12:00 PM.

Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
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)