

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 25, Spring 2015**

**Instructor:** Sheree Kirby  
**Office Location:** FOB 114  
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**Office Hours:** MW 1:30-2:30 or by appointment  
**Class Days/Time:** MW 12:00 to 1:15  
**Classroom:** BBC 120  
**Prerequisites:** EPT of 147 or higher, passage of LLD 1 or 2  
**GE Category:** Written Communication A2

### **Course Description**

Welcome to English 1A, the first course in SJSU's two-semester lower-division composition sequence! This course provides students with 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.

### **Required Texts/Materials**

***Patterns for College Writing* by Laurie G Kirszner and Stephen R. Mandell, 2015 Edition**

Print Edition ISBN: 978145766652-0

Electronic Edition ISBN: 9781457699467

***Winston Grammar Basic Level Student Workbook* by Paul R. Irwin, 2013 Edition**

Print Edition ISBN: 9781889673011

**SJSU Campus Writing Guide: *The Everyday Writer with Exercises 5e*, by Andrea Lunsford**

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

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Online: <http://www.macmillanhighered.com/techsupport>

### **Other Required Materials**

Access to the internet and a printer

A course-designated notebook or journal and a folder or binder

Three large green books, pens, and a print dictionary

## **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 (GELO's)**

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

## **Course Content**

Class sessions will employ a combination of lectures, class discussions, individual and group exercises, writing workshops, quizzes, and presentations that will cover a range of activities, such as annotating, analyzing, interpreting, outlining, revising, editing, and proofreading.

**Writing** -- In this class, students will do a significant amount of writing in various formats. There will be six essays (three in-class, and three out-of-class), revisions, reading responses, and commentaries. Formal assignments will total a minimum of 8,000 words. All typed essays must be in MLA format (heading and citations) in an appropriate 12-point readable font (such as Times New Roman, Calibri, Arial, or Palatino), double-spaced, with one inch margins on all sides. (Please see example in the *Everyday Writer*, pages 502-511.)

**Reading** – Active reading is an essential part of success in college and beyond. To learn from other writers, this class will read and analyze a variety of essays, stories, poems, and visuals. Students will be asked to carefully annotate works – to highlight, underline, annotate (record your questions, thoughts, and insights, and connections) in the margins of assigned readings to prepare for discussions (and quizzes). We will study many of the rhetorical techniques that other writers use to make their audiences think, feel, and act.

**Quizzes** -- Be prepared for a series of quizzes, both announced and unannounced, on aspects of assigned readings, grammar/punctuation, lectures, and class discussions. My goal is to make quizzes brief and straightforward for students who have kept up with their assignments. Quizzes may only be made up in cases of documented illness or emergency.

**Grammar/Punctuation/Mechanics Work** -- Please make it a point not to fall behind on these short assignments. The goal is for you to leave this class feeling much more confident in the practical use of these skills which are essential when competing for jobs and promotions.

**Class Participation** -- Although instructors do not grade on attendance, per se, participation points are awarded for active involvement in the class. Everyone benefits from class participation. Participation points cannot be made up if you are not in class.

**Peer Reviews and Workshops** -- The majority of students indicate that peer reviews and workshops are invaluable to the revision process that significantly improves one's ability to craft strong essays. Please make sure that you attend all sessions with a complete draft in hand.

## **Estimation of Student Workload**

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, etc. More details about student workload can be found in **Error! Hyperlink reference not valid.** at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Note:** This means devoting minimum of 9 hours per week, per class. To pass English 1A, students should plan on at least six hours (excluding breaks) of dedicated homework time each week.

## Assignments

Student grades will be based on performance on the following:

Assignment	Word Count	Points	GELOs
Diagnostic Essay	750	0	
Out-of-class Essay 1	1000	100	1,2,3,5
Revision -- Narration/Description			
In-class Essay 1	1000	50	1,3,5
Exposition			
Rough Draft Out-of-class Essay 2	1000	10	
Final Draft Out of Class Essay 2	1000	100	1,2,3,5
Process Analysis			
In-class Essay 2	1000	50	1,2,3,4,5
Critical Analysis			
Rough Draft Out-of-class Essay 3	1000	10	
Final Draft Out-class Essay 3	1000	100	1,2,3,4,5
Argument and Persuasion			
Journal Assignments	1000	105	1,3,4
Grammar/Punctuation/Mechanics			5
LearningCurve	N/A	60	
Winston Grammar	N/A	40	
Grammar Final	Varies	50	
Quizzes	Varies	120	1,4,5
Participation	Varies	60	1,2,3,4
Readings, Discussions, Group work			
Final Presentation	Varies	25	1,2,3,4
<b>Total</b>	<b>~10,000 words</b>	<b>~750 points</b>	

## 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/>.

## **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.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

### **Essays will be graded according to the following criteria:**

- 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 grammar, usage and mechanical errors and is a pleasure to read.
- The “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. While it exhibits controlling ideas and supports them with specific examples, it may, for example, lack sentence variety and a consistent, smooth flow. This essay may contain minor grammatical/mechanical/usages flaws, but it does show overall competence.
- 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 may be significantly weak and mechanical errors may be frequent enough to distract the reader.
- 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 the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

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

**This course must be passed with a C or better as a CSU graduation requirement.**

## **Classroom Protocol**

Please arrive prepared and on time for every session with your journal and books ready for class activities and discussion, your assignments read, and hard copies stapled and ready to turn in. Sessions may begin with quizzes, group assignments, or short assignments that cannot be made up if you are late or absent.

- Please feel free to **ask questions** about anything that is not clear to you. If I don't have an answer, I will find one and get back to you.
- Students are encouraged to **share insights and opinions** on the work we study. **Respect** for each other is key here.
- If you **miss a class**, please **contact a classmate** for notes, reading assignments, and handouts. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to **take notes in this class**. Much of what you will learn will come from lecture, class discussion, and in-class exercises.
- **Computers** are to be used for note taking only -- *absolutely no social media or internet surfing in this class unless we are using it for an in-class assignment.*
- **Cell phones** are to be turned off and put away during class.
- **Sleeping** is not allowed in class. Please get enough sleep so you are able to participate fully.
- **Recording, filming, or photographing** any parts of lectures or course material requires my permission. See rules on technology use: <http://www.sjsu.edu/english/comp/policy/index.html>.

## **Resources**

### **Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

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

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## 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):

<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.

## 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 10<sup>th</sup> 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.

**List the names, phone numbers, and email addresses of classmates whom you can contact if you miss class.**

1.

2.

3.

## English 1A, Spring 2015, Course Schedule

**PCW – Patterns for College Writing**  
**WG – Winston Grammar**

**EW – Everyday Writer**  
**LC – LearningCurve**

This syllabus is subject to change depending on the needs of the class. If you miss a class, contact a classmate to see what you missed and if any assignments or due dates have been changed. All homework is due at the beginning of the next class period, unless otherwise noted.

### Week 1

- 1.26.15 Welcome! Course and Colleague Introduction, Patterns, Brief Grammar Diagnostic  
**Homework**
- Print, read, and annotate “How to Mark a Book” and “Shitty First Drafts,” and “Excerpts from Zinsser and Roberts” (Canvas)
  - Bring a large green book, pens, and a print dictionary
  - Make sure you are signed into Canvas
  - Complete student questionnaire
  - Purchase or rent texts and journal (WG must be purchased) Due 2.2.15

1.28.15 **Due -- Student Questionnaire**

Diagnostic Essay

**Homework**

- Read and Annotate “What’s in a Name?” “An American Childhood,” and “Cutting and Pasting.” (Book or Handout)
- Respond to reading in journal

### Week 2

- 2.2.15 Discuss Diagnostic Essay, Readings, Winston Grammar, Assign Revision

**Homework**

- **PCW** – Read and annotate introduction and chapters 1-2
- **WG** – Worksheets 1 and 2

- 2.4.15 Quiz, Discuss Purpose, Audience, Thesis, Organization

**Homework**

- **PCW** – Read and annotate chapters 3-5
- **WG** – worksheets 3-5

### Week 3

- 2.9.15 Quiz, Discuss Personal Narrative Essay and Drafting

**Homework**

- **PCW** – Read and annotate chapter 6  
“My Mother Never Worked”  
“Shooting an Elephant”
- Begin revising Personal Narrative draft



2.11.15 Discuss WG, Description, Revising/Proofreading/Editing

**Homework**

- **PCW** – Read and annotate chapter 7  
“Good Bye to My Twinkie Days”  
“Once More to The Lake”  
“The Story of An Hour”
- Respond to reading in journal
- Complete personal narrative draft
- Turn in on Canvas
- Bring two stapled copies to class

**Week 4**

2.16.15

**Due: Rough Draft Personal Narrative**

Peer Review Narrative Essay

**Homework**

- **PCW** – Read and Annotate chapter 8  
“Ten Ways We Get the Odds Wrong.”  
“The Myth of the Latin Woman: I Just Met a Girl Named Maria”
- Respond to reading in journal

2.18.15

Quiz, Sentence/Paragraph Work, Discuss Exemplification

**Homework**

- Complete final draft of narrative essay
- Submit online to Canvas
- Bring hard copy to class
- **LC** – “Pronouns” and “Capitalization”

**Week 5**

2.23.15

**Due: Final Draft Narrative Essay**

Winston Grammar/LearningCurve

**Homework**

- **PCW** -- Read and annotate Chapter 11
- “Why Chinese Mothers are Superior”
- “Sex Lies and Conversation”
- Respond to reading in journal

2.25.15

Quiz, Discuss Comparison and Contrast

**Homework**

- **PCW** – Read and annotate chapter 12
- “College Pressures”
- “The Dog Ate My Flash Drive, and Other Tales of Woe”
- Respond to Reading in Journal
- **LC** – “Verbs” and “Subject-Verb Agreement”

**Week 6**

3.2.15

Grammar/Punctuation Review, Discuss Classification and Division

**Homework**

- **WG** – Worksheets 6-9
- **LC** – “Commas” and “Comma Splices and Fused Sentences”

- Review Chapters 11 and 12

3.4.15

**In-Class Essay 1**

**Homework**

- **PCW** – Read and annotate chapter 9
- “The Embalming of Mr. Jones”
- “My First Conk”
- *Nickel and Dimed* excerpt (handout)
- Respond to reading in journal
- **LC** – “Parallelism” and “ML prepositions”

**Week 7**

3.9.15

Discuss Readings, Process Analysis, Topics, Invention Exercise

**Homework**

- Begin rough draft of process analysis essay
- Sign up for a conference appointment for Thursday, Monday, or Tuesday

3.11.15

Discuss Process Analysis, Audience, Purpose, Thesis

**Homework**

- Write rough draft of process analysis essay
- Submit online to Canvas
- Bring two stapled hard copies to class
- **WG** – worksheets 10-13

3.12.15

**Conferences**

**Week 8**

3.16.15

**Due: Rough Draft of Process Analysis Essay**

Peer Review Process Analysis Essay, **Conferences**

**Homework**

- Complete final draft of process analysis essay
- Submit online to Canvas
- Turn in hard copy in class

3.17.15

**Conferences**

3.18.15

**Due: Final Draft Process Analysis Essay**

TBA

**Homework**

- **PCW** -- Read and Annotate Chapter 13
- “Tortillas”
- “Mother Tongue”
- Respond to writing in journal
- **WG** – worksheet 14-16
- **LC** – assigned topics

**Week 9**

3.23.15

Spring Break

3.25.15

Spring Break

**Week 10**

3.30.15

Conferences

4.1.15 Discuss Definition, WG

**Homework**

- **PCW** -- Read and Annotate Chapter 10
- “Why Rational People Buy into Conspiracy Theories”
- “The Movies That Rose from the Grave”
- “The Globalization of Eating Disorders” (handout)
- Respond to reading in journal
- **WG** – 16-18

**Week 11**

4.6.15 Quiz, Discuss Cause and Effect, the Critical Essay

**Homework**

- Read, annotate, analyze, and respond to assigned essay(s)
- Write and submit assigned commentaries online

4.8.15 Discuss Classification and Division, Group Sentence Work

**Homework**

- Exercise on the critical analysis essay
- **WG** – worksheets 19-22
- **LC** – “Active and Passive Voice” and “Apostrophes”
- Bring green book, pens, and a dictionary for in-class essay 2

**Week 12**

4.13.15 **In-class essay 2**

**Homework**

- **WG** – worksheets 23-26
- **LC** – “Shifts” and “Subordination/Coordination”

4.15.15 Discuss Argumentation and Persuasion, and Rhetorical Situation

**Homework**

- **PCW** -- Read and annotate chapter 14
- “Do I *Really* Have To Join Twitter?” (handout)
- “In Defense of Twitter” (handout)
- “The Case for Birthright Citizenship”
- “An Argument to be Made about Immigrant Babies and Citizenship”
- Write and submit assigned commentaries online

**Week 13**

4.20.15 Discuss Rhetorical Appeals, Evidence, Opposition

**Homework**

- Read and annotate assigned essays
- Respond to reading in Canvas discussions
- **WG** – worksheets 27-28

4.22.15 **Grammar/Punctuation/Mechanics Final**

**Homework**

- **TBA**

## **Week 14**

4.27.15 Discuss Argumentation, Narrowing Topic to Thesis

### **Homework**

- **PCW** -- Read and annotate chapter 15
- “Nutcracker.com” (handout)
- “The Internet of Things” essays (handouts)
- Respond to readings in journal
- Submit three potential narrowed topics for argument essay with notes

4.29.15 Discuss Narrowing Topic to Thesis, Finding and Evaluating Sources

### **Homework**

- **PCW** -- Read and annotate chapter 16
- Narrow topic for argument essay
- Locate sources for argument essay

## **Week 15**

5.4.15 Discuss Support, STAR Criteria, Opposition, Audience, Assumptions

### **Homework**

- Begin draft of argument Essay
- Research publications for Op Ed submission
- Submit one paragraph on Canvas for workshop

5.6.15 Discuss sentences and paragraphs, answer questions on argument essays

### **Homework**

- Submit rough draft argument essay online to Canvas
- Bring two hard copies to class

## **Week 16**

5.11.15 **Due – Rough Draft Argument Essay**

Peer Review Argument Essay

### **Homework**

- Complete final draft argument essay
- Submit online to Canvas
- Turn in hard copy in class

5.13.15 **Due: Final Draft Argument Essay**

Discuss Presentations

## **Final Schedule**

### **Week 17**

5.21.15 9:45 a.m.– 12:00 p.m.

## **Important Dates for Spring Semester 2015**

**Monday, January 19** Dr. Martin Luther King Day - campus closed  
**Thursday, January 22** First day of instruction for Spring 2015  
**Thursday, January 22 - Tuesday, February 10** Late Registration period for Spring 2015  
**Tuesday, February 3** Last day to drop a class without a "W" grade for Spring  
**Tuesday, February 10** Last day to add for Spring  
**Wednesday, February 18** Enrollment census date for Spring  
**Monday, March 23 - Friday, March 27** Spring Recess - no classes  
**Tuesday, March 31** Cesar Chavez Day - campus closed  
**Thursday, April 23** Last Day to withdraw for Spring  
**Wednesday, May 13** Last day of instruction for Spring  
**Thursday, May 14** Study/Conference Day (no classes or exams)  
**Friday, May 15 - Thursday, May 21** Spring's Final Exams (Exam Schedule)  
**Saturday, May 23** Commencement  
**Monday, May 25** Memorial Day - campus closed  
**Wednesday, May 27** Spring 2015 grades due from Faculty (Preliminary Deadline)  
**Thursday, May 28** Initial Spring 2015 grades viewable on MySJSU