Instructor: S. Knapp   Email: Knapps7@gmail.com Office: FO 217   **Office Hours: Wednesdays 1:30-2:30** (except during student conference weeks—see schedule) and by arrangement.

Classes:
Section 3 (23732) meets M/W 10:30 a.m. to 11:45 a.m. in BBC 122
Section 5 (23734) meets M/W from 12:00 p.m.-1:15 p.m. in BBC
Section 8 (29804) meets M/W 3:00-4:15 pm. Clark Building 302
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 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and a five critical reflective journals on a book-length work of fiction or 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
•   Instructor-made Course Reader "Rhetoric and Composition" http://www.magcloud.com/browse/issue/680464
•   Grammar text *A Commonsense Guide to Grammar* **ISBN: 978-0312590536 (sixth edition)**
•   A college-level English dictionary
•   Internet access

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[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, http://www.sjsu.edu/writing center
- Peer Connections locations: http://peerconnections.sjsu.edu/
  - 1st floor, Clark Hall
  - Student Services Center 600
  - Living Learning Center, Campus B village, 1st Floor
- Students **ARE REQUIRED** to use these tutoring resources that are provided *free of charge* to all SJSU students. <u>The instructor is not responsible for one-on-one sentence-level assistance—it is the job of the student to utilize the ample resources on campus that provide this service.</u> Note: Neither the instructor nor the tutors will provide editing services. Students must learn to take ownership of their writing and learn to correct their own mistakes with the help and guidance of tutors, course materials and instructor. *Now is the time to tackle this challenge.*
- Computer hardware and software assistance – please see Help Desk, First floor, Clark Hall

ONLINE RESOURCES
1. Go to the Canvas URL Log In: http://sjsu.instructure.com

2. You will see a log in page. Log in with your 9-digit SJSU ID and password you use for

3. Your SJSUOne account. (<u>NOTE: You must update your password each semester</u>)

4. Click LOGIN to access your Canvas account

• **Turnitin.com:** We will be using Turnitin.com for the three main writing assignments. The turnitin.com link and directions are embedded in Canvas. You will need to establish an account. <u>I will provide Class ID and Password</u>.

   • **Criterion: Students are advised to utilize this service for all three papers. Instructions will be discussed in class. The Criterion link is also embedded into Canvas.**

CLASS RULES AND PARTICIPATION
In order to pass this class, you must plan on attending every class session. You must also reserve time to complete the assigned reading and writing DAILY.

This class is not a lecture course. The majority of class time will actively involve students with the course material. Individual activities, partner projects and/or group discussion and problem-solving sessions will result in participation points. Students must actively participate in classroom activities in order to earn points. In other words, **just showing up to class will earn a student zero points.** Active participation in classroom activities will earn a student full-credit for participation points. Participation points may also include activities such as in-class reading and writing assignments, discussion, quizzes, and presentations. **Participation points cannot be made up.** Please be aware that all absences equal zero participation points for that day and these lost points add up very quickly.

HOMEWORK: ALL STUDENTS WILL COMPLETE A SERIES OF LEARNING LOG ASSIGNMENTS.

LEARNING LOGS PROVIDE AN OPPORTUNITY FOR STUDENTS TO LEARN ACTIVELY THROUGH REVISION, PERSONAL REFLECTION, AND EXERCISES TARGETING ERRORS SPECIFIC TO THEIR OWN WRITING.

Please note: Students should accumulate up to 25 points through participation and homework (Learning Logs) by the 12th week of the semester. These points are vitally important to obtaining enough points to move onto the Final Portfolio. For example, even a student who received an "A" on all three formal papers, would only earn 65 points by the 12th week without any participation/homework points. Students **must have a of minimum points (70) to be approved for moving onto the Portfolio Project** by the 14th week (see **grading policy below).** All students who do not have 70 points by the 14th week will not be invited to complete the Portfolio Project and will receive an "F" in the course. Please also carefully read about the petition process below to better understand why classroom attendance, attitude, effort and completing assignments on time is vitally important to your success in this course.

REGARDING CELL PHONES…

Theater Policy: Although we may occasionally use digital devices in class, because this is an accelerated class that requires participation in active learning, the instructor subscribes to the standard theater policy: **All digital devices must be turned off for the duration of the class period.** If a student continues to have difficulty with this mandatory course requirement, the instructor will ask the student to place the device at the front podium for the duration of class.

RESPECT

Learning occurs most productively in a safe, respectful environment. Students are expected to respect other people's opinions even if they don't agree with them. Differences of viewpoints, orientation, and experience are expected and welcomed in class discussions. That said, students are not expected to silently tolerate inappropriate behavior. **If at any time you don't feel safe or respected, please talk to me before or after class or e-mail me at any time.**

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.

Eligibility points: 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.

<u>Final grade:</u> 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 this 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.	1500	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).	1500	Maximum 25 points
Five Critical Reading Reflection Journals	Throughout the semester, you will complete a series of learning log assignments that ask you to critically reflect on assigned reading. At least one of these will be a timed essay written in class. At the end of the semester, you will place all of these assignments in your final portfolio.	2000	Maximum 15 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, & participation	Two Mandatory Peer Reviews (online) •10 in-class writing activities (no makeups)• Two instructor-student conferences• Canvas HW Assignments and Quizzes• CLASS ATTENDANCE IS MANDATORY		Maximum 30 points
	By the end of the14th 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.		**Maximum 100 points; minimum 70 points**
Final Portfolio	The portfolio must include the following: • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the cover letter – 200-300 words • A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above); • **First and intermediate draft** of each of the two main writing assignments which show instructor's comments and peer comments (print your online peer reviews); • Learning Log journals, including two in-class, handwritten journals;	3200 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	• 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	• 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	• 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	• 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	Serves as alternative satisfaction of the WST
C-	66-69	Does not serve as alternative satisfaction of the WST
D+	62-65	
D	58-61	
D-	54 or lower	
F	Not eligible for portfolio and final exam	

SCHEDULE FOR MONDAY/WEDNESDAY CLASSES
HW DUE DAY LISTED
HW IN BLUE INDICATES ONLINE ASSIGNMENT

Week	Monday	Wednesday
Week 1 1/22		• Introduction to Course • **Bring Course Reader to all class meetings** • **HW**: Explore Canvas
Week 2 1/27 – 1/29	• Team Traits Activity • General to Specific **HW: Reader p. 1-6 and 11** **HW: Canvas - Review LL direction and guide** **HW: Canvas - Read Employer's Perspectives** **HW: Canvas – Everyday writing discussion**	**Diagnostic essay in-class** • **In-class writing (1) TEA** **HW: Canvas - RA 1 due, Bring copy to class** HW– **bring possible documents** for analysis for the RA; begin looking for a person to interview for the Discipline Investigation assignment
Week 3 2/3 – 2/4	**Diagnostic Feedback Returned** Bring Commonsense Guide to Grammar Patterns of Error Identified In-Class Writing (2) TEAs Last Day to Drop: February 4 HW: Reader p. 7: Explore Rhetoric Glog – via reader p. 7: Watch Ethos, Pathos, Logos Video	• Jigsaw Assignments (BRING **READER!**) • **In-Class writing (3) Quote Sandwich** HW: Reader p. 11 and 12 **Learning Log 1-3 Due Online by Friday(45 sentences)** **Download and Print Assignments from page 11 and 13 in Reader from Dropbox Bring to class for activity**
Week 4 2/10- 2/12	• **In-Class Writing (4) TEA** • **DI Interview Discussion** **HW: Assignment p. 8 in reader due: <u>Activity ONE DUE ONLY.</u> Bring a hard copy of Activity Two and Three to class on Wednesday** **HW: Reader p. 8-11** **HW: Canvas - discussion due, define rhetorical analysis**	**DUE date: First page draft of RA** • **In-Class Bring Hard Copy of RA first page for Mandatory Peer Review** • **RA Q&A** **HW: Canvas – Take Rhetorical analysis quiz**
Week 5 2/17 – 2/19	**DUE DATE: Learning Log 4 Due IN CANVAS** • **In-Class Writing (5)** • **Sign up For Instructor Conference** • **Criterion Instructions** **Monday**	• **Practice Peer Reviews/Crowdgrader** **DUE date: Revised/COMPLETE Draft of RA DUE on Crowdgrader. Submission Deadline midnight for Mandatory Online Peer Review** **Wednesday**

Week 6 2/24 – 2/26	**HW: Complete ONLINE PEER REVIEW DUE by Sunday midnight Crowdgrader** Schedule DI Interview **Canvas - Instructor Conferences** *No Regular Class Meeting*	• **DI Interview Practice** • **Revision** **HW: Read Peer Reviews and Revise RA** **Make Writing Center Appointment**
Week 7 3/3– 3/5	**Canvas - Instructor Conferences** *No regular Class Meeting* **HW: Reader Page 12: Follow Glogster Link and read both articles on Revision** **HW: Canvas Take Revision Quiz**	**DUE Date: Final draft of RA Due (folder closes at 11:59 p.m.)** • **Read Page 14: Reading Discussion** • **Reading Activity** No late papers will be read or scored HW: Complete DI interview
Week 8 3/10 – 3/12	• **In-Class Reading/Writing Activity** • **Exam Prep** **HW: Canvas – DI Interview update discussion due**	DUE DATE: Learning Log 5 Due • In-Class Writing (7) **Exam** • *Bring Large Green Book* Make appointment in Writing Center
Week 9 3/17 – 3/19	**Grammar Slam!** **Learning Log 6 Due (RA Feedback Analysis)** **In-Class Writing (7) Reflection** **HW: Review RA Instructor Feedback Revise** **HW: Reader p. 30-39**	**DUE date: Draft Discipline Investigation Paper Submission Deadline Midnight Crowdgrader for mandatory peer review.** **Grammar Slam! In-Class Writing (8)**
3/24 - 3/26	*SPRING BREAK*	*SPRING BREAK* **DUE date: Peer Reviews in Crowdgrader by Sunday Midnight.**
Week 10 3/31 – 4/2	HOLIDAY	In-Class Writing (9) Business Letters HW: Reader Page 15-16 Make Writing Center Appointment
Week 11 4/7 – 4/09	**DUE date: Draft Cover Letter Due Bring to Class** • **In-Class Writing (10) Practice Exam** • **Bring Green Book**	**Canvas - Instructor –Student Conferences** *No Regular Class Meeting* **DUE Date: Revised DI MUST BE SUBMITTED to Turnitin.com prior to instructor meeting**

Week 12 4/14 – 4/16	Instructor –Student Conferences *No Regular Class Meeting*	**DUE date: Final Draft DI due Turnitin.com** • **Final Exam Q and A Writing Workshop**
Week 13 4/21 – 4/23	**HOLIDAY**	**Final Exam Practice Exam**

Week 14 4/28 – 4/30	STUDENTS COMPLETE ONLINE SOTES
	
	   • **Cover Letter Project/In-Class Writing (11)**
	   • **Peer Grading/Norming Final Exam**
		• **Students notified if they are not eligible for the portfolio and final exam. •Exam Prep**
		
		HW Review DI Feedback and Revise
		
		HW : Revise all writing in preparation for Portfolio Collection

Week 15 5/5 - 5/7	**PORTFOLIO ASSEMBLY AND COLLECTION ON 5/3** **FINAL EXAM DONE IN-CLASS – 5/5** **NO MORE 100A (WHOLE) CLASS MEETINGS AFTER 5/5!**	
Week 16	**PORTFOLIOS RETURNED TO STUDENTS (5/14 -5/15)** **Students who are allowed to revise their portfolios must turn them in by May 19th, 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 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 100A 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 requesting accommodations must register with the Accessible Education Center http://www.sjsu.edu/aec/ to establish a record of their disability. AEC'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.