

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 26, 35, 45**  
**Spring 2014**

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<b>Office Hours:</b>	MW 15:15-16:15, and by appointment
<b>Class Days/Time:</b>	26 MW 12:00 35 MW 13:30 45 MW 16:30
<b>Classroom:</b>	26 BBC 120 35 BBC 120 45 BBC 124
<b>Prerequisites:</b>	EPT of 147 or higher, passage of LLD 1 or 2
<b>GE Category:</b>	Written Communication A2

**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.

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

**Course Goals and Student Learning Objectives**

**GE Learning Outcomes:**

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

LO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

LO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

LO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

LO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Additionally, students will 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.

Effective organization within the paragraph and the essay.

Accuracy, variety, and clarity of sentences.

Appropriate diction.

Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Information available online**

You are responsible for reading the following information online at

HYPERLINK "http://www.sjsu.edu/english/comp/policy/index.html" <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**

**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/)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

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

### **Other Textbook**

Cohen, Samuel. *50 Essays*. 4th ed. Boston: Bedford/St. Martin's, 2014.

### **Other Readings**

See schedule below.

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

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

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

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

### **Classroom Protocol**

Unless you make arrangements prior to the class meetings in which they are due and cite compelling reasons, all out-of-class assignments must be turned in when indicated on the schedule, and you will be penalized one-third of a letter grade for each day they are late. I do *not* accept email submissions. No regular in-class work may be made up, including that missed because you were tardy. In-class essays may be made up only at my discretion.

### **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 HYPERLINK "../Downloads/University Policy S12-3" [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

<u>Assignment</u>	<u>Percentage of Total</u>	<u>Minimum Word Count</u>
Analytical Essay	10%	1,000
Argumentative Essay	10%	1,000
Exploratory Essay	10%	1,000
Exploratory Essay Revision	10%	2,000
In-class essays	20% (5% for each)	2,000 (500 each)
Final Assignment	10%	1,000
Grammar	10%	n/a
In-class work (reading responses, quizzes, workshops)	20%	n/a

You must complete all essays and the final assignment in order to pass English 1A. The specifics of the essay assignments will be covered on the assignment sheets.

#### Final Assignment:

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

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.”

### **Grading Policy**

**Grading:** A-F. This class must be passed with a C or better to move on to CORE GE Area C3 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-F, in which A  $\geq$  93%, A-  $\geq$  90%, B+  $\geq$  87%, B  $\geq$  83%, B-  $\geq$  80%, C+  $\geq$  77%, C  $\geq$  73%, C-  $\geq$  70%, D+  $\geq$  67%, D  $\geq$  63%, D-  $\geq$  60%, and F < 60%. This class must be passed with a C or better to satisfy the prerequisite for English 1B and move on to CORE GE Area C3. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

### **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 HYPERLINK "<http://www.sjsu.edu/writingcenter>" [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 HYPERLINK "<http://peerconnections.sjsu.edu>" [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## English 1A, Spring 2014, Course Schedule

This schedule is a plan. As Robert Burns put it, "the best laid schemes o' mice an' men [and presumably women] gang aft a-gley," so be prepared for changes. You are responsible for all material covered and assigned in class, whether it appears on the schedule or not, so keep in touch. Complete reading assignments for the class date on which they appear. Print out the reading assignments on CANVAS, read them, and bring them to class.

Table SEQ Table \\* ARABIC 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 27, 29	Instructor's expectations and assumptions made plain; GRAMMAR DIAGNOSTIC (SLO 3).  ANALYTICAL ESSAY ASSIGNED (SLO 1,2,3,4); DIAGNOSTIC IN-CLASS ESSAY—bring bluebook (SLO 1,2,3,4).

2	Feb 3, 5	<p>Reading: Aristotle (CANVAS);  "Critical Reading" (Lunsford 129-143) (SLO 1);  "Analyzing Arguments" (Lunsford 143-161) (SLO 1);  Grammar in <i>Lunsford</i>: 32 Verbs, 33 Subject-Verb Agreement (SLO 3).</p> <p>Reading: Daniel McKenzie (CANVAS);  &lt;<a href="http://www.archives.gov/exhibits/powers_of_persuasion/warning/warning.html">www.archives.gov/exhibits/powers_of_persuasion/warning/warning.html</a>&gt;  Bring magazine ads to class;  Grammar in <i>Lunsford</i>: 34 Pronouns (SLO 3).</p>
3	Feb 10, 12	<p>Reading: Albert Lee (CANVAS);  Bring magazine ads to class;  Grammar in <i>Lunsford</i>: 35 Adjectives and Adverbs (SLO 3).</p> <p>Reading: Lisa Ou (CANVAS);  Bring magazine ads to class;  Grammar in <i>Lunsford</i>: 37 Comma Splices and Fused Sentences, 38 Sentence Fragments (SLO 3).</p>

4	Feb 17, 19	<p>ANALYTICAL ESSAY PEER-REVIEW WORKSHOP (SLO 1): Grammar Quiz 1 (SLO 3).</p> <p>ANALYTICAL ESSAY DUE (SLO 1,2,3,4); IN-CLASS ESSAY— bring bluebook (SLO 1,2,3,4).</p>
5	Feb 24, 26	<p>Reading: "Constructing Arguments" (Lunsford 161-184) (SLO 1); Nicholas Carr (50 Essays 391-102); ARGUMENTATIVE ESSAY ASSIGNED (SLO 1,2,3,4); Grammar in <i>Lunsford</i>: 26 Consistency and Completeness (SLO 3).</p> <p>Reading: Malcolm Gladwell (50 Essays 169-181); Grammar in <i>Lunsford</i>: 27 Parallelism (SLO 3).</p>
6	Mar 3, 5	<p>Reading: Clergymen's Letter (CANVAS); Martin Luther King, Jr. (50 Essays 203-220); Grammar in <i>Lunsford</i>: 28 Shifts (SLO 3).</p> <p>Reading: Jonathan Swift (50 Essays 387-395); Grammar in <i>Lunsford</i>: 36 Modifier Placement (SLO 3).</p>



7	Mar 10, 12	<p>ARGUMENTATIVE ESSAY PEER-REVIEW WORKSHOP (SLO 1); Grammar Quiz 2 (SLO 3).</p> <p>IN-CLASS ESSAY—bring bluebook (SLO 1,2,3,4).</p>
8	Mar 17, 19	<p>Reading: Al Young (both essays on CANVAS); ARGUMENTATIVE ESSAY DUE (SLO 1,2,3,4); EXPLORATORY ESSAY ASSIGNED (SLO 1,2,3,4).</p> <p>Reading: Julia Wheatley (CANVAS); "Reflect" (Lunsford 122-125); FINAL REFLECTION ASSIGNED (SLO 1,2,3,4).</p>
9	Mar 31, Apr 2	<p><i>CESAR CHAVEZ DAY</i></p> <p>Reading: James Baldwin (50 Essays 50-71).</p>
10	Apr 7, 9	<p>Reading: Judith Ortiz Cofer (50 Essays 103-110); Zora Neale Houston (50 Essays 182-186).</p> <p>Reading: "Workshop Etiquette" and "Workshop Logistics" (CANVAS); "Reviewing and Revising" (Lunsford 104-116) (SLO 1). EXPLORATORY ESSAY DUE (SLO 1,2,3,4); Grammar Quiz 3 (SLO 3).</p>

11	Apr 14, 16	EXPLORATORY ESSAY WORKSHOP (SLO 1).
12	Apr 21, 23	EXPLORATORY ESSAY WORKSHOP (SLO 1).
13	Apr 28, 30	EXPLORATORY ESSAY WORKSHOP (SLO 1).  IN-CLASS ESSAY—bring bluebook (SLO 1,2,3,4).
14	May 5, 7	EXPLORATORY ESSAY REVISION DUE (SLO 1,2,3,4); Grammar Test (SLO 3).  Reading: Stephen King (50 Essays 221-226); Final Reflection preparation.
15	May 12	FINAL REFLECTION DUE; All graded work returned; post mortem on the semester.

**Important SJSU dates Spring 2014**

Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Orientation, Advisement, Faculty Meetings
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop Without Entry on Permanent Record
Tuesday	February 11	Last Day to Add Courses & Register Late
Wednesday	February 19	Enrollment Census Date
Monday-Friday	March 24-28	Spring Recess
Monday	March 31	Cesar Chavez Day Campus Closed
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)
Thursday-Friday	May 15-16	Final Examinations
Monday-Wednesday	May 19-21	Final Examinations
Thursday	May 22	Final Examinations Make-Up Day
Friday	May 23	Grade Evaluation Day
Saturday	May 24	Commencement
Monday	May 26	Memorial Day - Campus Closed (M)
Tuesday	May 27	Grades Due From Faculty