# San José State UniversityDepartment of English and Comparative LiteratureEnglish 1A, Composition 1 (GE: Written Communication A2), Section 73 and 74, Spring 2011

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| Instructor: | Ted Shank |
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| Email: | Ted\_Shank@hotmail.com |
| Office Hours: | M/W 9:00 AM-11:00 AM |
| Class Days/Time: | M/W Section 74: 12:00-1:20/M/W Section 73, 3:00-4:20 |
| Classroom: | Section 74: Eng. 301/Section 73: Eng 303 |
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**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT

## Required Texts/Readings

### Textbook

Kirszner and Mandell. Patterns for College Writing 11th Ed.

ISBN: 13: 978-0-312-60152-2

### Other Readings

Additional readings will be available on my faculty web page.

### Other equipment / material requirements

* Dictionary
* 3 ring binder w/ paper
* 3 blue books. These can be purchased at the Spartan Bookstore

## 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.

## Course Goals

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.
* 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).

### Student Learning Objectives

SLO 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).

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

SLO 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.

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

## Classroom Protocol

 “The will to [succeed] is important, but the will to prepare is vital”

 -Joe Paterno

Participation is preparation and it is an inseparable component to learning. To participate means that you prepare and craft all out-of-class essays in conjunction with our in-class exercises and discussions. To participate means that you read all essays closely and carefully, and that you complete all reading responses—before you come to class. To participate means that you are on time and ready to work when class starts. To participate means that you make significant effort to respond to, process, and share insights to questions posed in class. To participate means that you take notes and complete all in-class exercises. To participate means that all of your actions work to create a distraction-free, safe, positive, and comfortable learning environment. To participate means that you adhere to all deadlines and due dates. To participate means that you maintain focus and effort for the duration of our class meeting. Finally, to participate means that you maintain this degree of intensity for the duration of the semester. The above criteria is my expectation for college-level learning, and you must make the decision and commitment to work in this fashion. However, you must make the decision, now and every day for the rest of the semester, to participate and succeed.

Note: Please use common sense when it comes to your personal electronic devices. You cannot fully participate in our class if you are engaging in any form of communication that deters, even momentarily, you from the task at hand. Notice that in the above discussion of participation does not leave room for texting and/or communication with or through an electronic device.

## Assignments and Grading Policy

**Grading:** A-F. This class must be passed with a C (70%) 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. There is a total 1000 points possible, and follows the traditional percentage breakdown: 90-100: A; 80-89: B; 70-79: C; 60-69: D; 0-59: F.

*Assignments*

* Out-of-Class Essays (SLO 1,2,3,4): 4 @ 125 points each. Throughout the course of the semester, you will compose 4 out-of-class essays, on of which will be a revision of a previously composed and graded essay. Each essay will focus on a different rhetorical mode, all leading to our final argumentative/persuasive essay. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. In addition, for each essay, you will attend a peer-response workshop, which requires you to have a completed, formatted rough draft of your essay. Failure to have a completed draft for the workshop results in a 25 point deduction from the final draft of your essay.
* In-class essays (SLO 1,2,3,4). 3 total, one of which is for diagnostic purposes @ 100 points each. After we compose our diagnostic in-class essay, we will compose two additional in-class essays. Each essay will focus on a specific skill set and will utilize elements we have been working on with our out-of-class essays as well. Furthermore, these essays will prepare you for our final exam. You will be given a rubric to help determine how to approach these essays , and we will have some specific in-class preparation.
* Reading Responses (SLO 4): 10 @ 10 points each. For 10 of the essays we will read this semester, you will compose a reading response. Reading responses are due in class immediately after they are discussed. The responses are designed to get you thinking about the reading before you come to class, strengthening your ability to complete the exercises for the day. If your response demonstrates care and concern for the task, it is worth full credit. If it shows a lack of care and concern, it is worth no points. I will help you better understand the expectations, but for now think of each response as about 30-40 minutes of thinking and writing. No late responses will be accepted, even later on during a class.
* Mandatory Departmental Final Exam (SLO 1,2,3,4): 200 points. On Saturday, December 3, we will compose our final exam, which will be an in-class essay. Basically our whole semester will prepare you for this task. I will inform you of the room number and time as soon as it is available to me. The final exam is mandatory, meaning that you must sit for the exam in order to be eligible to earn a grade in the course.

**Late Work Policy**

Out-of-class essays #1 and #2 have a one class meeting grace period, meaning that, if something happens, you can turn in the essay at the beginning of the next class meeting for no point deduction. After that time, the essay will not be accepted and will be scored as a 0. There is no exception to this policy, regardless of validity or severity. Out-of-class essays #3 and #4 have no grace period and cannot be turned in late. In-class essays can be made up during office hours up to one week after the initial date, if prior arrangement of at least two class meetings is made. Reading responses cannot be turned in late. To repeat, there are no exceptions to any aspect of this policy, regardless of validity or severity. If you prepare and treat due dates as serious commitments, this will not be a problem for you. If you know that you will be missing a due date, you are can turn work in early. I DO NOT ACCEPT ELECTRONIC SUBMISSIONS OF ANY WORK PRODUCED FOR THIS CLASS.

## Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). Attention, fall 2011 students: At current time, I am still in the process of getting my faculty web page up and running. I will let everyone know when you will be able to access handouts, prompts, and important notes. You will be notified in class if a handout or prompt is only available through my faculty web page.

## SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>. One of the purposes for our diagnostic essay will be for me to determine which students will benefit from services offered at the Writing Center.

## Information available online

You are responsible for reading the following information online at
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

* Course guidelines
* Academic policies (academic integrity, plagiarism, ADA and DRC policies)
* Adding and dropping classes

 **English 1A, Fall 2011, Course Schedule**

All dates and assignments are subject to change according to our class needs. You will be informed of any changes in class.

**Week One**

*Wednesday, 8/24*

\* Course Introduction

**Week Two**

*Monday, 8/29*

\* Diagnostic Essay

* *Wednesday, 8/31:* Unlearning. Thinking and reading like a writer.
* Getting Started Exercises
* “The Dog Ate My Disk, and Other Tales of Woe” (Patterns 471)
* Reading Response #1 Due

**Week Three**

*Monday, 9/5*: Labor Day. No Class.

*Wednesday*, *9/7:* Mode Introduction*.* Creating Purpose. Introduction to Subject.

* Out-of-Class Essay #1 Assigned
* Read “Narration” (Patterns 83-94)
* Read “38 Who Saw Murder Didn’t Call Police” (Patterns 120-124)
* Reading Response #2 Due
* Review of thesis statement fundamentals

**Week Four**

*Monday, 9/12:* Narration and Commentary prt. 1. Subject Work.

* “My First Conk” (Patterns 282-285)
* “Only Daughter” (Patterns 97-101)
* Reading Responses #3 and #4 Due

*Wednesday, 9/14:* Narration and Commentary prt. 2. Subject Work.

* “My Mother Never Worked”(Patterns 114-119)
* Reading Response #5 Due

**Week Five**

*Monday, 9/19:* Narration and Commentary prt. 3. Opener and Closer Review.

* For today’s class, you will need to review “38 Who Saw Murder,” Only Daughter,” and “My Mother Never Worked.”
* An additional reading will be provided for you in class.

*Wednesday, 9/21*

\* Peer-Response Session #1. Complete, formatted rough draft of essay #1 due at the beginning of class.

**Week Six**

*Monday, 9/26:* Mode Introduction

* **Final Draft of Out-of-Class Essay #1 Due at the beginning of class. You must also include the rough draft that you brought to the peer-response session.**
* Out-of-Class Essay #2 Assigned
* Read “Description” (Patterns 143-160)
* Instructions for obtaining Wednesday’s reading (it’s not in Patterns)

*Wednesday, 9/28*: Connecting sensory description, connotation, and dominant impression to Subject.

* “Breakfast” (you will bring a copy of this reading with you to class)
* Reading Response # 6 due

**Week Seven**

*Monday, 10/3:* More dominant impression work. Introduction to coherence.

* “Ground Zero” (Patterns 167-171)
* Reading Response #7 Due

*Wednesday, 10/5*: Depth of purpose

* “Once More to the Lake” (Patterns 183-189)
* Reading Response #8 Due

**Week Eight: Mid-term week**

*Monday, 10/10*

\* Preparation for in-class essay #1

*Wednesday, 10/12*

\* **In-Class Essay #1**

**Week Nine**

*Monday, 10/17*

\* Analysis of student-written essay: strengths , weaknesses, revisions

*Wednesday, 10/19*

* Peer-Response Session #2. Complete, formatted rough draft of essay #2 due at the beginning of class.

**Week Ten**

*Monday, 10/24*: Mode introduction

* **Final Draft of Out-of-Class Essay #2 Due at the beginning of class. You must also include the rough draft that you brought to the peer-response session.**
* Out-of-Class Essay #3 Assigned
* “Exemplification” (Patterns 199-213)
* “Argumentation” (Patterns 547-572)

*Wednesday, 10/26:* Introduction/review of rhetorical appeals

* Mini-lecture and examples
* Exercise: Rhetorical appeals on campus

**Week Eleven**

*Monday, 10/31*: Range of examples. Rhetorical appeals

* “Just Walk on By: A Black Man Ponders his Power to Alter Public Space” (Patterns 236-241)
* Reading Response #9 Due

*Wednesday, 11/2:* Comprehension Work

* “Letter from Birmingham Jail” (Patterns 588-603)
* Reading Response #10 Due

**Week Twelve**

*Monday, 11/7*: Rhetorical appeals. Refutation

* “Letter from Birmingham Jail” (Patterns 588-603)

*Wednesday, 11/9*: Putting it all together

\* Analysis of student-written essay: strengths, weaknesses, revisions

**Week Thirteen**

*Monday, 11/14*

* Peer-Response Session #3. Complete, formatted rough draft of essay #3 due at the beginning of class.

*Wednesday, 11/16*

* **Final Draft of Essay #3 due at the beginning of class. You must also include the rough draft that you brought to the peer-response session.**
* Introduction to out-of-class essay #4
* Revision Exercises: editing, additions, subtractions, alterations

**Week Fourteen**

*Monday, 11/21*

\* Writing Conferences: Return and discussion of essay #3

*Wednesday, 11/23*

\* Writing Conferences: Return and discussion of essay #3

**Week Fifteen**

*Monday, 11/28*

\* In-Class Essay #2: Practice Final

*Wednesday, 11/30*

\* Evaluation of practice final

**Saturday, December 3: Mandatory Departmental Final Exam. I will announce the time and room number as soon as I get this information.**

**Week Sixteen**

*Monday, 12/5*

\* Course Conclusion

*Wednesday, 12/7*

\* **Out-of-Class Essay #4 Due. You must also include the essay that was returned to you at your writing conference.**