

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 62, Fall 2012

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Office Hours:	MW 13:30-14:30, and by appointment
Class Days/Time:	MW 16:30-17:45
Classroom:	HB 405
Prerequisites:	EPT or approved substitute course
GE Category:	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.

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.

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.

Information available online

You are responsible for reading the following information online at

HYPERLINK "http://www.sjsu.edu/english/comp/policyforsyllabi.html" <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Course guidelines

Academic policies (academic integrity, plagiarism, ADA and DRC policies)

Adding and dropping classes

Required Texts/Readings

Textbook

Cohen, Samuel. *50 Essays*. 3rd ed. Boston: Bedford/St. Martins, 2011.

Hacker, Diana and Nancy Sommers. *The Bedford Handbook*. 8th ed. Boston: Bedford/St. Martins, 2010.

A college-level dictionary like *Merriam-Webster's Collegiate Dictionary*.

Classroom Protocol

Late Work

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.

Assignments and Grading Policy

Course Assignments and Grading Breakdown:

<u>Assignment</u>	<u>Percentage of Total</u>	<u>Minimum Word Count</u>
Argumentative Essay	10%	1,000
Analytical 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.

Grading:

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.

English 1A, Fall 2012, Course Schedule

This schedule is a plan. Since, as Robert Burns put it, "the best laid schemes o' mice an' men [and presumably women] gang aft a-gley," be prepared for changes. You are responsible for all material covered and assigned in class, whether it appears on the schedule or not. Keep in touch. Complete reading assignments for the class date on which they appear. Print out the reading assignments on Desire2Learn (D2L) and bring to class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 27-29	<p>DIAGNOSTIC IN-CLASS ESSAY—bring green book (<i>SLO 1,2,3,4</i>).</p> <p>Reading: "Introduction for Students: Active Reading, Critical Thinking, and the Writing Process" (50 Essays 1-14) (<i>SLO 1</i>); "Choose a suitable pattern of organization" (<i>Bedford 67-75</i>) (<i>SLO 1</i>); Grammar in <i>Bedford</i>: 19 Sentence Fragments, 20 Run-on sentences (<i>SLO 3</i>).</p>
2	Sep 3-5	<p>Reading: Elizabeth Kolbert (D2L); Aristotle (D2L); ARGUMENTATIVE ESSAY ASSIGNED; Grammar in <i>Bedford</i>: 21 S-V agreement, 27 Standard English verb forms (<i>SLO 3</i>).</p>

3	Sep 10-12	<p>Reading: "Constructing reasonable arguments" (Bedford 104-111); Martin Luther King, Jr. (rhetoric) (50 Essays 203-220); Grammar in <i>Bedford</i>: 22 Pronoun antecedent agreement, 23 Pronoun reference, 24 Pronoun case (SLO 3).</p> <p>Reading: "Anticipate objections; counter opposing arguments"; "Build common ground" (Bedford 111-14) (SLO 1); Clergymen's Letter (D2L); Martin Luther King, Jr. (counterargument) (50 Essays 203-220); Grammar in <i>Bedford</i>: 26 Adjectives and adverbs (SLO 3).</p>
4	Sep 17-19	<p>Reading: Joan Didion (50 Essays 106-111); Ernest Hemingway (D2L) (print out and we will read in class) (SLO 3); Grammar Quiz #1 (SLO 3).</p> <p>Reading: Jonathan Swift (50 Essays 387-395).</p>

5	Sep 24-26	<p>Reading: "Clarifying the point of view" (Bedford 46-49) (SLO 1); "Use standard academic formatting" (Bedford 738-40) (SLO 1); ARGUMENTATIVE ESSAY PEER-REVIEW WORKSHOP (SLO 1); Grammar in <i>Bedford</i>: 9 Parallelism (SLO 3).</p> <p>IN-CLASS ESSAY—bring green book (SLO 1,2,3,4); ARGUMENTATIVE ESSAY DUE (SLO 1,2,3,4).</p>
6	Oct 1-3	<p>Reading: "Writing about texts" (Bedford 86-99, 101-103) (SLO 2); ANALYTICAL ESSAY ASSIGNED (SLO 1,2,3,4); Grammar in <i>Bedford</i>: 11 Mixed Constructions (SLO 3).</p> <p>Reading: Michael Signorelli (D2L); Bring magazine ads to class; FINAL REFLECTION ASSIGNED; Grammar in <i>Bedford</i>: 12 Misplaced and Dangling Modifiers (SLO 3).</p>

7	Oct 8-10	<p>Reading: Daniel McKenzie (D2L); Bring magazine ads to class; Grammar in <i>Bedford: 13 Shifts</i> (SLO 3).</p> <p>ANALYTICAL ESSAY PEER-REVIEW WORKSHOP (SLO 1); Grammar Quiz #2 (SLO 3).</p>
8	Oct 15-17	<p>IN-CLASS ESSAY—bring green book (SLO 1,2,3,4); ANALYTICAL ESSAY DUE (SLO 1,2,3,4).</p> <p>Reading: Sarah Vowell (50 Essays 412-419);</p> <p>EXPLORATORY ESSAY ASSIGNED (SLO 1,2,3,4).</p>
9	Oct 22-24	<p>Reading: James Baldwin (50 Essays 50-71).</p> <p>Reading: Maxine Hong Kingston (50 Essays 221-233); Audre Lorde (50 Essays 239-243).</p>

10	Oct 29-31	<p>Reading: Adam Gopnik (D2L); Grammar Quiz #3 (SLO 3).</p> <p>Reading: "Workshop Etiquette" and "Workshop Logistics" (D2L) (SLO 1); "Make global revisions; then revise sentences" (Bedford 35-49) (SLO 1);</p> <p>EXPLORATORY ESSAY DUE (SLO 1,2,3,4).</p>
11	Nov 5-7	<p>WRITING WORKSHOP (SLO 1).</p> <p>WRITING WORKSHOP (SLO 1).</p>
12	Nov 12-14	<p>VETERAN'S DAY</p> <p>WRITING WORKSHOP (SLO 1).</p>
13	Nov 19-21	<p>WRITING WORKSHOP (SLO 1).</p> <p>WRITING WORKSHOP (SLO 1).</p>
14	Nov 26-28	<p>IN-CLASS ESSAY—bring green book (SLO 1,2,3,4); EXPLORATORY ESSAY REVISION DUE (SLO 1,2,3,4).</p> <p>Grammar Test (SLO 3).</p>

15	Dec 3-5	Final Reflection preparation. FINAL REFLECTION ESSAY PEER-REVIEW WORKSHOP (SLO 1).
16	Dec 10	Post mortem on the semester; All graded work returned; FINAL REFLECTION DUE.

Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty

