

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 66 & 71, Fall 2012**

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<b>Office Hours:</b>	T & TH 3:30 PM-4:30 PM & by appointment
<b>Class Days/Time:</b>	T & TH 4:30-5:45PM & TH 6-8:45PM
<b>Classroom:</b>	BBC 124
<b>Prerequisites:</b>	SJSU placement exam
<b>GE Category:</b>	Written Communication A2

**"Today, every single one of us is a 'Global Citizen', whether we are conscious of it or not. Global inter-dependence happens every day. We rely on countless different people from all over the world for the clothes we wear, the food we eat and the technology we use. Our daily lives are constantly affected by what people on the other side of the planet are doing!" ~anonymous**

### **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.

This English 1A course is special in that we will be emphasizing and exploring the theme of global citizenship in a learning community with another West Valley College English 1A class, a West Valley College Anthropology class and, a SJSU Anthropology class. You will have the opportunity to engage in activities outside of the class that relate to this theme.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT. **Positive attitude** 😊

## **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 <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

### Textbooks:

Gerald Graff & Cathy Birkenstein, *They Say/I Say 2<sup>nd</sup> Ed.*

Gilber H. Muller, *The McGraw Hill Reader: Issues Across Disciplines 11<sup>th</sup> Ed.*

Christina Garcia, *Dreaming In Cuban*

### Other Readings

bell hooks, “Engaged Pedagogy”

Mike Rose, “I Just Wanna Be Average”

Veronica Mansilla Boix, “Educating for global competence...”

Larry Braskamp, “ Developing Global Citizens”

### Other equipment / material requirements

College level dictionary

4 blue books for in-class essays

## Classroom Protocol

Students are expected to attend class on time and be prepared to engage in class activities. Cell phones must be turned off during class, however laptops may be used for taking notes in class. Students may lose participation points and be subject to other penalties if caught using cell phones or abusing laptop privileges.

## Assignments and 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.

3 Essays	45%
Diagnostic+3 in-class essays	15%
Quizzes, in-class work, homework & participation	30%
Writing Portfolio	10%

Essay Assignments	Percentage	SLO	Words
In-class # 1: Diagnostic	N/A	1	600-700
In-class #2: Article Analysis & Response	10%	1,2,3,4	600-700
In-class # 3: Argument Essay	10%	1,2,3,4	600-700
In-class # 4 Global Citizenship	10%	1,2,3,4	600-700
Out of class #1: Summary & Response	10%	1,3,4	1000-1500
Out of class # 2: <i>Dreaming In Cuban</i> Response	10%	1,2,3,4	1000-1500
Out of class # 3: Research Paper	10%	1,2,3,4	1000-1500
Portfolio Assignment: Semester Writing Reflection	10%	1,2,3,4	1000-1500

## Essays

Students will write two take home essays, 3-5 pgs, as well as a research paper 7-10 pgs employing various rhetorical strategies in MLA format. Students will work through the essential steps in the writing process in order to produce college-level essays. Late papers will be dropped one letter grade each day the paper is late. **Students may revise one essay that receives a grade of C- or below.**

## In-class essays

Students will write four in-class essays that will assess the students' engagement with course readings. Please be present for class on these days! Make ups for in-class essays are only possible under extenuating circumstances.

## Quizzes, in-class work, homework & participation

Expect periodical pop quizzes on the readings! Quizzes cannot be made up. In-class work and homework will relate to class readings, discussions and lecture. In-class work and homework will be completed in a journal that I will periodically check throughout the semester. Participation is determined by active engagement in peer review workshops, small/large group discussions and other class activities.

## Writing Portfolio

Instead of completing the departmental final, you will be submitting a writing portfolio reflecting upon your growth as a writer throughout the semester, 4-5 pgs.

## 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.

Week	Date	Topics, Assignments, Readings, Deadlines *(subject to change!!)
1	8/23 Th	Intros; ice breaker HW: read bell hooks' "Engaged Pedagogy" & Mike Rose's "I Just Wanna Be Average"
2	8/28 T  8/30 Th	In-class: discuss readings & diagnostic essay HW: summarize "Engaged Pedagogy" <b>or</b> "I Just Wanna Be Average"  In-class: <b>diagnostic essay</b> HW: read pgs 19-41 in <i>They Say/I Say</i> ; read pgs 1-9 & 13-27 in <i>The McGraw Hill Reader</i> ; read Veronica Mansilla Boix's "Educating for global competence..." & Larry Braskamp's "Developing Global Citizens"
3	9/4 T 9/6 Th	In-class: discuss readings and assign take home essay #1 HW: start reading (pgs 3-17) Christina Garcia's <i>Dreaming In Cuban</i> ; read pgs 42-51 in <i>They Say/ I Say</i> ; read pgs 44-52 in <i>The McGraw Hill Reader</i>  In-class: discuss reading & writing strategies for take home essay #1  HW: read <i>Dreaming In Cuban</i> pgs 17-49; read pgs 55-67 in <i>They Say/ I Say</i> ; rough draft of essay 1 due 9-13, <b>please bring two copies of rough draft!!</b>
4	9/11 T  9/13 Th	In-class: discuss readings HW: read <i>Dreaming In Cuban</i> pgs 49-57 & work on rough draft of take home essay #1, <b>please bring two copies to class for peer review!!</b>  In -class: peer review of take home essay #1 HW: revise & finish take home essay 1; read <i>Dreaming in Cuban</i>

		pgs 57-75; read 69-70 in <i>The McGraw Hill Reader</i>
5	9/18 T  9/20 Th	In-class: <b>take home essay #1 due!!</b> discuss reading HW: read <i>Dreaming in Cuban</i> pgs 75-97; read pgs 120-128 in <i>The McGraw Hill Reader</i>  In-class: discuss reading HW: read pgs 105-145 in <i>Dreaming In Cuban</i> ; read pgs 71-81 & 100-116 in <i>The McGraw Hill Reader</i>
6	9/25 T  9/27 Th	In- class: discuss readings HW: read <i>Dreaming In Cuban</i> pgs 145-161; read pgs 68-77 in <i>They Say/I Say</i>  In- class: discuss reading and in-class essay #2 HW: read pgs161-183 in <i>Dreaming In Cuban</i> ; read pgs138-145 & pgs 52-163 in <i>The McGraw Hill Reader</i> ; prepare for in class essay on Thursday 10/4
7	10/2 T  10/4 Th	In-class: discuss readings and in class essay #2 HW: prepare for in class essay; read pgs 183-193 in <i>Dreaming in Cuban</i>  In class: <b>complete in-class essay #2</b> HW: read 193-205 in <i>Dreaming in Cuban</i> ; read pgs78-91 in <i>They Say/I Say</i> ; read pgs 52-65 in <i>The McGraw Hill Reader</i>
8	10/9 T  10/11 Th	In-class: discuss reading; assign take home essay #2 HW: read pgs 205-213 in <i>Dreaming In Cuban</i> ; read pgs 92-101 in <i>They Say/I Say</i>  In-class: Watch documentary on Cuba HW: Finish reading <i>Dreaming In Cuba</i> ; brainstorm for take home essay #2 (rough draft due Tuesday 10/23)
9	10/16 T  10/18 Th	In-class: finish documentary; discuss ending of <i>Dreaming In Cuba</i> HW: work on take home essay #2; prepare for Christina Garcia talk; read pgs 105-120 in <i>They Say/I Say</i>  In-class: <b>**Class will visit West Valley College to see Christina Garcia discuss <i>Dreaming In Cuban</i>** 6:00 PM</b>

		HW: rough draft of take home essay due!! Please bring two copies!!
10	10/23 T	In-class: peer review of take home essay #2; discuss Christina Garcia event HW: finish take home essay #2
	10/25 Th	In-class: <b>final draft of take home essay 2 due; discuss in-class essay 3</b> HW: read pgs 121-138 in <i>They Say/I Say</i> ; read pgs 166- 187 <i>The McGraw Hill Reader</i> ; prepare for in class essay 3
11	10/30 T	In-class: <b>complete in-class essay #3</b> & assign research topic research paper HW: read pgs 189-206 in <i>The McGraw Hill Reader</i>
	11/1 Th	In-class: discuss research paper HW: read pgs 141-192 in <i>They Say/I Say</i> ; compose statement of purpose for research paper
12	11/6 T	In-class: discuss research paper HW: compose outline for research paper; provide a list of possible sources
	11/8 Th	In-class: discuss research paper HW: work on rough-rough draft of research paper
13	11/13 T	In-class: submit rough-rough draft of research paper to me ☺ HW: continue doing research for research paper
	11/15 Th	In-class: work on research paper HW: compose rough draft of research paper for peer review; please bring two copies!!
14	11/20 T	In-class: peer review of research essay; discuss in-class essay #4 HW: Work on research paper! <b>Final draft due: 11/30</b>
	11/22 Th	In-class: <b>**NO CLASS**</b> Thanksgiving ☺ HW: reading on global citizenship; work on research paper!!
15	11/27 T	In-class: <b>In-class essay #4 What is global citizenship?</b> HW: continue working on final essay!!

	11/30 Th	In-class: <b>submit research paper; discuss portfolio project due 12/6</b> HW: compose rough draft of portfolio project (please bring two copies for peer review!!)
16	12/4 T 12/6 Th	In-class: peer review activity; course wrap up HW: finish portfolio essay!! In-class: writing portfolios due! ☺