

San José State University
Department of English and Comparative Literature
English 1A, Comp 1 (47110, 44083) Sections 54 & 66, Fall 2013

Instructor:	Dr. Linda Landau
Office Location:	FO 115
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Office Hours:	MW 1:15-2:30 and by appt.
Class Days/Time:	MW 3:00-4:15 / 4:30-5:45
Classroom:	Clark 243 / BBC 125
Prerequisites:	EPT placement or equivalent
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and links may be found on Canvas. Use your **SJSUOne** ID and password to log onto your canvas account at <https://sjsu.instructure.com>. You may also be contacted through your email account. You are responsible for ensuring that your email account on record at SJSU is current and for regularly checking your email and Canvas accounts for updates to class assignments. The best way to keep up to date is to come to class.

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 <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Classroom Protocol – University Policy

Credit hours: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course

(normally 3 hours per unit per week = a minimum of 9 hours per week for English 1A) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

Electronic equipment: Cell phone, laptop, iPod, iPad may be used during class for online dictionary use and handbook exercises only. If it detracts from your team participation and class discussion, you will be asked to put it out of sight. Electronic equipment is never allowed during exams.

Food and drinks: Food and drinks with the exception of bottled water are not allowed in the classroom.

Diversity: Assignments (both reading and writing) may address issues of race, class, ethnicity, and gender. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects will be conducted in a manner befitting an academic setting.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school without the former instructor and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings.

Required Textbooks and Materials

- Lunsford, Andrea. *The Everyday Writer with Exercises* (with 2009 MLA & 2010 APA Updates). 5th Edition. Bedford/St. Martins, 2013.
*ISBN-13: 978-1-4576-6712-1
- Kirszner, Laurie, and Stephen Mandell. *Patterns for College Writing*. 12th Edition. Bedford/St. Martins, 2011.
ISBN-13: 978-0-3126-7684-1
- A college level dictionary—print or online. Bring to class every session.
- Internet access and an email address for updates. Additional reading material will be distributed in class, posted on Canvas, or sent by email.
- 8 ½”x 11” notebook for taking notes and writing in-class essays and quizzes
- Blue or black ink pens for writing exams

*This will be your handbook throughout your college career at SJSU. You will receive this handbook in e-format from SJSU. A print copy may be purchased in the bookstore.

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.

Your grade will be determined according to the following criteria:

A (4.0-3.4) = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery and intellectual curiosity regarding course readings and concepts; student demonstrates enthusiasm and takes initiative, particularly during group activities.

B (3.3-2.7) = Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

C (2.6-2.3) = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

C-/D (2.2-1.0) = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior; failure to submit essays and homework. C- is not a passing grade.

Your grade is determined according to the following word and point distribution:

Diagnostic Personal Essay: In-class and out-of-class (1,000 word total)

2 In-Class Essays: 20% (1,800 words total, including)

6 Out-of-Class Essays: 60%

- 1. Personal Essay:** Narrative/Description/Classification/Reflection (1,000w/10%)
- 2. English Dept. Event Review:** Classification, Description, Evaluation (600w/10%)
- 3. Decision Essay:** Comparison/Contrast (800 words/10%)
- 4. Problem Essay:** Definition, Exemplification (600 words/10%)
- 5. Proposal Essay:** Argumentation, Cause & Effect, Solution (1,000 words/10%)
- 6. Reflective Essay (instead of Final Exam):** (1,200 words/10%)

Participation (reading quizzes, outlines, reflections, discussions, peer workshops): **20%**

Late Papers and Missed In-class Essays

If you know you will be unable to attend class the day a paper is due, notify me by email so we can make other arrangements. Otherwise, the essay's grade will drop 2 pts for every day it is late, which could cost you up to 10% of your total points.

If you miss an in-class essay and have a valid excuse, you will be allowed to take a make-up essay during my office hours on condition you notify me *before* or *within 24 hours after* the in-class essay date. Each missed essay will lower your grade one level.

Course Content

This course will focus on exploring the values and beliefs that make us who we are. Using *Patterns for College Writing* as our central text and *Everyday Writer* as our handbook, we will investigate through reading, writing, and discussion the cultural commonplaces that shape the way we see ourselves, the other, and our world.

Reading: English 1A is a reading intensive course. Readings have been selected for their exemplary rhetorical styles and their ability to promote new ways of perceiving and thinking about the world. Their content and writing style will be analyzed in class, and they will function as prompts for critical thinking, class discussion, and your writing. For this reason, assigned readings must be completed the evening *before* class discussion, and your books must be brought to every session.

Participation: Sharing ideas, asking questions, and providing valuable peer review feedback are vital activities for developing critical thinking and academic writing skills. Therefore, active participation is graded and constitutes 20% of your total grade. Quiz, homework, outline, and reflection grades will also be recorded in class participation.

Essay writing: In English 1A, we will practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will write 8 sequenced essays, totaling 8,000 words, 4 of which will be at least 1,000 words, and one of which will be an assigned major revision of an essay already submitted for a grade. A major revision is defined as a significant rethinking or reworking of an assignment rather than simply correcting small grammatical or structural mistakes (**SLO 1-3**). Your essays will define and analyze concepts, compare arguments, explain causes and effects, and develop and criticize ideas effectively. You will identify the targeted audience of each reading, and identify and adjust your own writing for an intended audience (**SLO 2, 4**).

Peer Review Workshops: Out-of-class essays are presented for peer review a week before submitting them for a grade, so your draft must be ready at the beginning of the peer review workshop, or you will lose 10% of your final draft grade. If you cannot attend a workshop, it is your responsibility to notify your peer group and make arrangements to exchange papers with a team member. (**SLO 1-3**)

Grammar: You are expected to submit essays that are free of grammatical errors and written in sophisticated academic language. In addition to classroom lessons, you will be assigned individual exercises in your handbook to resolve grammar and other problems noted in your essay. These exercises will be conducted and corrected online using the Curve feature of *Everyday Writer*. The access code is in your book (**SLO 3**).

Reflective Final Paper: Instead of a final exam, you will write a critical reflection about your work during the course. 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 event.

As practice in developing this important skill, you will be required to write a short reflection (250 words) for each essay.

Grading Criteria for Out-of-Class Essays (and In-Class Essays where applicable):

An “A” Essay

1. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated ideas that are the result of critical thinking. Creates appropriate college level, academic tone.
2. Is an act of communication that invites dialogue with intended audience.
3. Has a title, introduction that creates a mental image, clear thesis appropriately placed, topic sentences, developed body paragraphs, transitions, and a conclusion that together convey the essay’s message in an organized, concise, and lucid manner.
4. Uses relevant examples that advance the argument. Makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.
5. Analyzes concepts fluently and synthesizes ideas creatively.
6. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper, and follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
7. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
8. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety.
9. Is free of grammatical, mechanical, and usage errors. Has correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
10. Meets the requirements of length and scope without wordiness, and when applicable, is submitted on time with appropriate pre-writing materials (prewrites, outline, first drafts).

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays with citations but without a works cited at the end will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments usually results in a D or F in the course.

Essay Format and Submission Policy

In-class essays are written in clear handwriting in **blue or black ink** on 8 ½ x11 inch lined paper.

Out-of-class essays must be **typed, double-spaced, in 12 point font, with 1 inch margins** on all sides, printed on one side of the paper only. First page formatting below:

Your name
Prof. Landau
English 1A - #
Date

Last name-1

Number your pages, beginning with page 2. To set up page numbers, go to INSERT, select PAGE NUMBER, Top of Page, #3. A new bar will appear. Select DESIGN, check Different First Page.

First page only. Single spaced.

Title

Begin paragraphs with an indent. Use either TAB or automatic indent – right click to *Paragraph* and select *Indent* in the *Special* window. For your Works Cited page, select *Hanging* in the *Special* window.

Do not skip a line between paragraphs, so if your default is set to *6 pt After*, go to PAGE LAYOUT, and under *Spacing*, select *0 pt After* for entire document.

If you quote, paraphrase, or summarize another work, your essay must conform to MLA citation guidelines (see your handbook).

Your final version essay is submitted

1. **In hardcopy at the beginning of class**, with the following:
 - a. Rubric on top checked-off and signed
 - b. Works Cited page (if applicable),
 - c. Printed topic outline
 - d. Reflections on the writing process
 - e. Prewrites, lists, diagrams
 - f. Peer reviewed draft (with comments and reviewers' names).
2. **Online to Canvas**, where it will be sent to turniton.com.

Essays are NOT considered submitted till these 2 steps have been completed. You will lose 2 points for every day this process remains incomplete.

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

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

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 [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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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 Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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 a 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 10th 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 [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

English 1A, Fall 2013, Course Schedule

This schedule is likely to change as needed. You will be notified of changes in class and by email.

Patterns = *Patterns for College Writing*, *EW* = *Everyday Writer*, *PRWS* = Peer Review Workshop

Week	Date	Readings and Topics, Assignments , Deadlines
1	W 8/21	Writing as Communication: Syllabus, Books, Intros, Teams Rd <i>Patterns</i> Introduction 1-12, and browse your handbook: <i>EW</i> Ch.1-2 (3-19); Ch.5 (48-58); Ch.6 Ideas (59-65); Ch.7 Planning-Drafting (66-79, 73-77); Ch.8 Paragraphs (78-85)
2	M 8/26 W 8/28	Writing Process: prewrite, organize, draft, revise, edit, proofread <i>Patterns</i> Ch. 1 and <i>EW</i> Ch. 12 Critical Reading (129-33, 135-39) Diagnostic In-class Essay <i>Patterns</i> Ch. 6 Narrative + Daughter 111-14, Murder 127-30 Personal Essay 1: Narrative/Description/Classification/Reflection
3	M 9/2 W 9/4	Labor Day – no class Purpose & Audience: <i>Patterns</i> Ch. 2 Invention Ch. 7 Description + Ground Zero 182-84, Garbage 188-91
4	M 9/9 W 9/11	<i>Patterns</i> Ch. 3 Arrangement Outlines
5	M 9/16 W 9/18	<i>Patterns</i> Ch. 4 Drafting and Revising <i>EW</i> Ch. 8 (88-93); Ch. 10 (104-116); Ch.11 (117-125) <i>Patterns</i> Ch. 12 Classification & Division + Segal 460, Lies 474 Essay 2: Event Review – Description/Classification/Evaluation
6	M 9/23 W 9/25	<i>Patterns</i> Ch. 5 Editing and Proofreading Personal Essay & Outline due for PRWS
7	M 9/30 W 10/2	Personal Essay 1 Final Revision due / Review In-Class Essay 1: Short Essay Answers
8	M 10/7 W 10/9	<i>Patterns</i> Ch. 11 Comparison/Contrast + 399-431 Essay 3: Making a Decision - Comparison-Contrast
9	M 10/14 W 10/16	Decision Essay 3 draft & outline due for PRWS / <i>Patterns</i> Ch. 8 Exemplification +
10	M 10/21 W 10/23	Decision Essay 3 due / <i>Patterns</i> Ch. 13 Definition + 511-521 Essay 4: Defining a Concept or Problem – Definition/Example
11	M 10/28	In-class Essay 2

Week	Date	Readings and Topics, Assignments, Deadlines
	W 10/30	Definition Essay 4 draft & outline due for PRWS <i>Patterns Ch. 17 Integrating Sources</i>
12	M 11/4 W 11/6	Definition Essay 4 due / <i>Patterns Ch. 10 Cause and Effect + Essay 5: Proposal: Argument/Definition/Cause & Effect/Solution</i>
13	M 11/11 W 11/13	Veteran's Day – no class <i>Patterns Ch. 14 Argumentation</i>
14	M 11/18 W 11/20	Proposal Essay 5 draft & outline due for PRWS <i>Patterns Ch. 14 Argumentation</i>
15	M 11/25 W 11/27	Proposal Essay 5 due / <i>Patterns Ch. 9 Process + 286</i> Last day to submit Review Essay 2 / <i>Essay 6: Reflective Essay</i>
16	M 12/2 W 12/4	Reflective Essay draft & outline due for PRWS Review
17	M 12/9	Reflective Essay 6 due

Important SJSU dates Fall 2013

English Department Events

Visiting Writer	Date	Time	Place
Aleksandar Hemon reading and book signing	Sept. 18	7 p.m.	MLK 225/229
Hemon in conversation with Peter Orner	Sept. 19	1 p.m.	MLK 225/229
MFA Faculty Book Party	Sept. 30	7 p.m.	MLK 225/229
Sandra Tsing Loh reading and book signing	Oct. 15	7 p.m.	SJSU University Theatre
Tom Barbash reading and book signing	Oct. 30	7 p.m.	MLK 225/229
Barbara Jane Reyes reading and book signing	Nov. 20	7 p.m.	MLK 225/229
2013-2014 Steinbeck Fellows reading	Dec. 4	7 p.m.	MLK 225/229

Details of readings and discussions are available at <http://www.litart.org>.

Check SJSU Calendar for last minute time or location changes

Important SJSU dates Fall 2013

Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day - Campus Closed
Tuesday	September 3	Last Day to Drop without Entry on Permanent Record
Tuesday	September 10	Last Day to Add Courses & Register Late
Wednesday	September 18	Enrollment Census Date
Monday	November 11	Veteran's Day - Campus Closed
Wednesday	November 27	Classes that start at 5:00 PM or later will not meet.
Thursday	November 28	Thanksgiving Holiday - Campus Closed

Friday	November 29	Rescheduled Holiday - Campus Closed
Monday	December 9	Last Day of Instruction - Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams)
Wednesday-Friday	December 11-13	Final Examinations (exams)
Monday-Tuesday	December 16-17	Final Examinations (exams)
Wednesday	December 18.	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day