

**San Jose State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2)**  
**Section 23, Spring 2013**

**Instructor:** Nicole Hughes  
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**Office Hours:** Tu/Th 3-4 p.m.  
**Class Days/Time:** Tu/Th 12-1:15  
**Classroom:** Boccardo Business Center 123  
**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.

### Course Content

**Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

### Course Protocol

**Absences:** If you miss a class, contact a classmate to get notes, assignments, etc. It is up to you to show up prepared to the next class session. Please do not ask me to do extra things for you if you miss class.

**Electronic devices:** Cellphones, ipods, laptops, etc. are not allowed in class. Turn them off and put them away before class begins and do not take them out again until class has finished.

**Participation:** Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand instead of, for example, other courses or your phone, and basically contributing to the learning process that will be happening in our workshop and discussion style classroom.

**E-mail:** When emailing, remember to sign your name at the end of the email. I cannot always know who you are just by the e-mail address. Also, remember that I am your instructor, not your facebook friend, so your language should be appropriate and professional, and I will respond in kind.

**Tutoring:** 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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information ([peerconnections.sjsu.edu](http://peerconnections.sjsu.edu)) and be sure to come see us!

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/>.

### Required Texts/Readings

#### Books

*Everyday Writer*, Fifth Edition, Andrea Lunsford ISBN - 9781457612664

*Best American Essays 2012*, David Brooks ISBN - 9780547840093

#### Other equipment/material requirements

Blue, green, or yellow exam booklet for the Diagnostic Essay

## 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.

**Turnitin.com:** All student work is subject to review at <http://www.turnitin.com> to identify possible sources of plagiarism. Students found guilty of academic dishonesty will be reported to the proper authorities and may result in a grade of F. CLASS ID: 5797405, ENROLLMENT PASSWORD: composition

**Late Work:** Late work receives a reduction of one letter grade per class session it is late. If you are sick or have to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. Quizzes and in-class writing cannot be made up. I do not accept work by email or in my mailbox. *I only accept late work if it includes at the top: Due Date, Date Turned In, Total Grade Reduction.*

**Revisions:** You may revise up to ONE essay for a higher grade. To do so, follow these guidelines: 1) Carefully read my feedback, and see me if you have questions; 2) Get assistance in the Writing Center or Peer Connections and have the tutor sign the paper or e-mail me; 3) Type a cover sheet explaining what you have changed and why, and how you think those changes improved the paper; 4) Staple the cover sheet on top; in the middle is your revised paper; and on the bottom is the first version with my comments on it; 5) Revisions must be submitted no later than 2 weeks after the paper was returned.

### Paper Format:

- 12-point Times New Roman font, double-spaced
- At the top of the first page: Name, English 1A, Class Time, and word count
- Number each page with your last name and page number in upper-right-hand corner (e.g. Hughes 3)
- Staple before class. I will not accept papers that are not stapled.

### Essays SLO 1, 2, 3, 4

**450 points**

After peer workshop, you will take your peers suggestions and do thorough editing to create a polished final draft. Each essay grade is also made up of smaller writing assignments.

Argumentative Essay (1,500 words)	170 points
...includes stream of consciousness essay and proposal	
OpEd (500-750 words)	140 points
...includes dictionary essay	
Topic-focused Personal Essay (1,500 words)	140 points
...includes topic information compilation and reflection	

### Final Portfolio Project (Reflective Analysis) SLO 1, 2, 3, 4

**100 points**

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, not matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

### Homework SLO 1, 2, 3, 4

**100 points**

### Everyday Writer Online Exercises SLO 3

**100 points**

### Quizzes SLO 3

**100 points**

### Class and peer workshop participation and preparedness

**150 points**

*Extra Credit SLO 1, 2, 3, 4:* If you attend one of the literary-related events included on the last page of the syllabus and write a paper on the experience, you can receive a maximum of 5% added to your grade, depending on the quality of the paper. The paper must include your thoughts about the event before you

attend, a description of the event that creates a picture for your reader about the most significant elements of the event, your reflections on what you learned at the event, and your critique of the event (e.g. would you recommend others attend such an event? Why or why not?).

*Final Course Grades will be determined on the following scale:*

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+ (not passing)
96-93 = A	86-83 = B	76-73 = C	66-63 = D (not passing)
92-90 = A-	82-80 = B-	72-70 = C- (not passing)	

**University Policies**

**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, Spring 2013, Course Schedule**

**This schedule is subject to change; changes will be announced in class**

<b>We ek</b>	<b>Date</b>	<b>Assignment Deadlines and Class Activities</b>	<b>Reading Homework</b>
1	Thu. 1/24	Introductions; review syllabus and schedule; sign up for newsletter groups and dates; take “Diagnostic A” at <a href="http://bcs.bedfordstmartins.com/exercisecentral/Exercises/DiagnosticCenter/66">http://bcs.bedfordstmartins.com/exercisecentral/Exercises/DiagnosticCenter/66</a> (be sure to enter my e-mail - <a href="mailto:nicole.hughes@sjsu.edu">nicole.hughes@sjsu.edu</a> - so I can view the results)	EW pg. 3-13; 241-255
2	Tue. 1/29	In-class Diagnostic Essay; Complete plagiarism tutorial at <a href="http://tutorials.sjlibrary.org/tutorial/plagiarism/">http://tutorials.sjlibrary.org/tutorial/plagiarism/</a> , complete quiz and forward me your results	BAE 2012 Foreword and Introduction EW pg. 123-136; 231-241; and 75-89
	Thu. 1/31	Sign up for a student account at <a href="http://bcs.bedfordstmartins.com/everydaywriter5e/#t_798016">http://bcs.bedfordstmartins.com/everydaywriter5e/#t_798016</a> and make sure to add me as your instructor so you can save your grades to the instructor grade book; On this website (Everyday Writer), complete Arguable Statements: <a href="http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/66">http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/66</a> (save your grade to the instructor grade book)	BAE 2012 Mark Edmundson, “Who Are You and What Are You Doing Here?” pg. 89 AND EW pg. 64 - 74; 136-143

Week	Date	Assignment Deadlines and Class Activities	Reading Homework
3	Tue. 2/5	Stream of Consciousness Essay due; complete this tutorial on evaluating information sources: <a href="http://oil.otago.ac.nz/oil/module7.html">http://oil.otago.ac.nz/oil/module7.html</a> , related in-class quiz on Thursday 2/7	BAE 2012 Joseph Epstein, "Duh, Boring" pg. 102 AND EW pg. 284-287
	Thu. 2/7	Quiz #1; on the Everyday Writer website, complete the following: Tutorials and Activities, The Top Twenty Exercises, Essay 1: <a href="http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#t_798016">http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#t_798016</a> (save your grade to the instructor grade book)	BAE 2012 Malcolm Gladwell, "Creation Myth" pg. 139 AND EW pg. 144-148; 175-220
4	Tue. 2/12	Proposal due; on the Everyday Writer website, complete the following: The Twenty Most Common Grammar Errors: <a href="http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/66">http://bcs.bedfordstmartins.com/exercisecentral/Exercises/QuizHome/66</a>	EW pg. 13-19; 151-163
	Thu. 2/14	Quiz #2; common grammar errors workshop; on the Everyday Writer website, complete the following: Tutorials and Activities, The Top Twenty Exercises, Essay 2: <a href="http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#t_798016">http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#t_798016</a> (save your grade to the instructor grade book)	BAE 2012 Peter Hessler, "Dr. Don" pg. 154 AND EW pg. 164-166
5	Tue. 2/19		EW pg. 100-108; 403-408
	Thu. 2/21	Peer Workshop of Argumentative Essay (bring 2 copies of your essay to class)	EW pg. 269-290
6	Tue. 2/26		EW pg. 48-57
	Thu. 2/28	Argumentative Essay Due	EW pg. 58-63
7	Tue. 3/5	Quiz #3	BAE 2012 Sandra Tsing Loh, "The Bitch is Back" pg. 218
	Thu. 3/7	Dictionary Essay Due; Quiz #4; On the Everyday Writer website, study the following glossary under Writing Resources, Writing about Literature: <a href="http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#798016_809813">http://bcs.bedfordstmartins.com/everydaywriter5e/default.asp#798016_809813</a> a related quiz will be given on Tuesday 3/12	EW pg. 109-117

<b>Week</b>	<b>Date</b>	<b>Assignment Deadlines and Class Activities</b>	<b>Reading Homework</b>
8	Tue. 3/12  Thu. 3/14	Quiz #5; Revision Workshop  Quiz #6; Complete 279, 280, and 624 at <a href="http://bcs.bedfordstmartins.com/exercisecentral/Exercises/Quiz/66/M/684/Eliminating%20unnecessary%20repetition">http://bcs.bedfordstmartins.com/exercisecentral/Exercises/Quiz/66/M/684/Eliminating%20unnecessary%20repetition</a>	BAE 2012 Jose Antonio Vargas, "Outlaw" pg. 262
9	Tue. 3/19  Thu. 3/21	Peer Workshop of OpEd (bring 2 copies of your essay to class); Complete 113, 121, 251, 252, 253, 374, and 589 at <a href="http://bcs.bedfordstmartins.com/exercisecentral/Exercises/Quiz/66/M/684/Eliminating%20unnecessary%20repetition">http://bcs.bedfordstmartins.com/exercisecentral/Exercises/Quiz/66/M/684/Eliminating%20unnecessary%20repetition</a> by Tuesday 4/2	EW pg. 567-572  BAE 2012 Wesley Yang, "Paper Tigers" pg. 274 due 4/2
10	Tue. 3/26  Thu. 3/28	Spring Break  Spring Break	
11	Tue. 4/2  Thu. 4/4	Quiz #7; OpEd Due  Quiz #8; Complete 377, 378, and 379 at <a href="http://bcs.bedfordstmartins.com/exercisecentral/Exercises/Quiz/66/M/872/Common%20misspellings">http://bcs.bedfordstmartins.com/exercisecentral/Exercises/Quiz/66/M/872/Common%20misspellings</a>	BAE 2012 Geoffrey Bent, "Edward Hopper and the Geometry of Despair" pg. 43  BAE 2012 Benjamin Anastas, "The Foul Reign of 'Self-Reliance'" pg. 1
12	Tue. 4/9  Thu. 4/11	Topic Information Compilation Due; Quiz #9  Quiz #10	BAE 2012 Lauren Slater, "Killing My Body to Save My Mind" pg. 255 AND EW pg. 117-120  BAE 2012 Ewa Hryniewicz-Yarbrough, "Objects of Affections" pg. 167
13	Tue. 4/16  Thu. 4/18	Reflection Due; Quiz #11	
14	Tue. 4/23  Thu. 4/25	Peer Workshop of Topic-focused Personal Essay (bring 2 copies of your essay to class)	

We ek	Date	Assignment Deadlines and Class Activities	Reading Homework
15	Tue. 4/30	Topic-focused Personal Essay Due	
	Thu. 5/2	Peer Workshop of Reflective Analysis (bring 2 copies of your essay to class)	
16	Tue. 5/7	Grammar, Vocabulary, and Style Jeopardy (Cumulative)	
	Thu. 5/9	Final Portfolio Project (Reflective Analysis) Due	

**Extra Credit Literary Events (see [litart.org](http://litart.org) for more info):**

- Jayne Anne Phillips: Reading and Book Signing on February 6 at 7 p.m. in MLK library room 225/229; In Conversation with Cornelia Nixon on February 7 at 12 p.m. in MLK library room 225/229
- Susan Steinberg & Susan Straight: Joint Reading and Book Signing on February 27 at 7 p.m. in MLK library room 225/229
- Dana Gioia: Reading and Book Signing on April 3 at 7 p.m. in Engineering room 189; In Conversation with Samuel Maio on April 4 at 1 p.m. in Venue TBA
- Carmen Giménez Smith: Reading and Book Signing on April 17 at 7 p.m. in MLK library room 225/229

**Important Spring 2013 Dates**

Wednesday.....	January 23.....	First Day of Instruction – Classes Begin
Monday.....	February 4 .....	Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)
Monday.....	February 11 .....	Last Day to Add Courses & Register Late (A)
Tuesday.....	February 19 .....	Enrollment Census Date (CD)
Monday-Friday.....	March 25-29 .....	Spring Recess (*SPRING RECESS*)
Monday .....	April 1 .....	Cesar Chavez Day Observed - Campus Closed (CC)
Monday.....	May 13.....	Last Day of Instruction – Last Day of Classes
Tuesday.....	May 14.....	Study/Conference Day (no classes or exams) (SC)
Wednesday-Friday .....	May 15-17 .....	Final Examinations (exams)
Monday-Tuesday.....	May 20-21.....	Final Examinations (exams)
Wednesday.....	May 22.....	Final Examinations Make-Up Day (MU)
Thursday.....	May 23.....	Grade Evaluation Day (E)
Friday.....	May 24.....	Grades Due From Faculty (G)
Saturday .....	May 25 .....	End of Academic Year - End of Spring Semester