

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 30/35, Fall 2014**

<b>Instructor:</b>	Candice Wynne
<b>Office Location:</b>	FOB 221
<b>Telephone:</b>	(408) 924- 4505
<b>Email:</b>	candice.wynne@sjsu.edu
<b>Office Hours:</b>	Tues & Thurs 11:30 – 12:30pm
<b>Class Days/Time:</b>	<b>30</b> - MW 1:30 – 2:45pm <b>35</b> – MW 3:00 – 4:15pm
<b>Classroom:</b>	DMH 208
<b>Prerequisites:</b>	EPT of 147 or higher, passage of LLD 1 or 2
<b>GE Category:</b>	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. Students will be introduced to citing sources.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

### **Course Goals and Student Learning Objectives**

#### **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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.

- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Student Learning Objectives for GE Area A2**

Students shall

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

### **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 AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

### **Required Texts/Materials**

**SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhigherred.com/techsupport>

***Patterns for College Writing* 12<sup>th</sup> ed. by Kirszner and Mandell**

ISBN: 9780312676841 Available at Spartan Bookstore

## Other Readings and Materials

A good pocket dictionary: Webster's or American Heritage

8.5 x 11 lined loose leaf paper, black or blue PENS

## Library Liaison for English courses: Toby Matoush, MLK Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

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

## Classroom Protocol

**No Electronic Policy:** Electronics are NOT permitted in class unless you are using an e-version of the text or you have clearance from the Accessible Education Center.

### Absolutely NO Texting

**Make-up work** following an absence: **I do not accept late homework or give make-up quizzes for any reason.** You will only get credit for homework or quizzes on the day they are assigned. Your participation grade depends on these short but important assignments.

**All assignments done at home MUST be typed:** handwritten papers will be returned with no grade

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

## Assignments and Grading Policy

All 6 Essays must be handed in to pass this class.

### **IN CLASS ESSAYS:**

300 pts

Expect to write 3 in-class essays, worth 100 Points each (ea. = 10% of final grade). The topic or prompt for each of these will be given on the day of the essay. No written preparation is necessary. Bring green exam booklet and **paper dictionary:** Black or Blue PENS

**WRITTEN PAPERS:** 400 pts

**There will be 3 written papers (rough and final drafts required)**

Narrative/Descriptive: 100 pts

Cause and Effect: 100 pts

Research Essay: 200 pts

**Policy on Late Papers:** *Above papers must be handed in during class on the day they are due. **For each class day your paper is late, you will be graded down 10 points.** No electronic submissions. The **ONLY** exception to the late policy is if you can verify your absence with written documentation (such as a doctor's visit, funeral, court appearance, or required participation in team sports).*

**CLASS PARTICIPATION:** 100 pts

All grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work/reading done by the beginning of class and **take part in class discussion**.

**QUIZZES:** 100 pts

Five to Eight quizzes will be given throughout the semester. I may or may not give advance notice of such quizzes; however, they will cover the reading assignment for the week. Therefore, it would serve you well to do the assigned reading in advance of the class and **bring your text to class**. Points will range from 5 to 20 pts each, depending on # of questions

**PRESENTATIONS:** 100 pts

To coincide with your research paper, you will give a short presentation (7.5 min) to the class about your findings. As a sign of respect and consideration for your classmates you are required to attend all three class sessions of the presentations to earn your grade.

**TOTAL POINTS POSSIBLE:** 1000 pts

***Individual Essays: Grades By The Number:***

94-100 = A	90-93= A-	
87-89= B+	84-86= B	80-83= B-
77-79= C+	73-76= C	70-72= C-
67-69= D+	65-66= D	64 < = F

***Total Points for Semester: Grades By The Number:***

940-1000 = A	900-939= A-	
870-899= B+	840-869= B	800-839= B-
770-799= C+	730-769= C	700-729= C-
670-699= D+	650-669= D	649 < = F

## 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.

**This course must be passed with a C or better as a CSU graduation requirement.**

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed.

**All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.**

## 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.

[Writing Center website](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>.

## English 1A, Fall 2014, Course Schedule

**\*\*Note:** For reading assignments: Reading is due on date shown: Example: on Sep 3rd you should come to class **having already read Chapter 1 in P**

Texts' Key: **P** = Patterns for College Writing    **L** = Lunsford Handbook

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 25 Aug 27	Introduction: Syllabus, Active Reading <b>In-Class Essay #1</b> + Syllabus Quiz SLO 1-5
2	Sep 1 Sep 3	<b>Labor Day: No School</b> <b>P</b> Chap 1 Critical Reading, Annotating SLO 1
3	Sep 8 Sep 10	<b>P</b> Chap 2 Invention/Prewriting—Email HW due SLO 1-3 <b>P</b> Chap 3 Arrangement SLO 1-4
4	Sep 15 Sep 17	<b>P</b> Chap 4 Drafting and Revising SLO 1-3 <b>In Class Essay #2: green examination booklet</b> SLO 1-5
5	Sep 22 Sep 24	<b>P</b> Chap 6 Narration SLO 1-4 <i>Rough Draft:</i> Descriptive Narrative: Peer Review 1200 word SLO 1-4
6	Sep 29 Oct 1	<i>2<sup>nd</sup> Draft:</i> Descriptive Narrative 1200 word min. SLO 1-4 <b>L</b> Chap 10 & 11 p.106-120 AND <b>P</b> Chap 5 (Quiz) SLO 1,5
7	Oct 6 Oct 8	<b>DUE:</b> Descriptive Narrative (rough, 2 <sup>nd</sup> , final drafts) SLO 1-3 <b>P</b> Chap 10 Cause & Effect (Quiz) SLO 1-3
8	Oct 13 Oct 15	<b>P</b> Chap 17 Integrating Sources/Avoiding Plagiarism (Quiz) SLO 1,4 Film and class discussion about Cause & Effect SLO 1,3,4
9	Oct 20 Oct 22	<b>In-Class Essay #3 + Thesis for C &amp; E</b> SLO 1-5 <i>Rough Draft:</i> Cause & Effect: Peer Review 1400 words SLO 1-5
10	Oct 27 Oct 29	<i>2<sup>nd</sup> Draft:</i> Cause & Effect 1400 word min SLO 1-5 <b>DUE:</b> Cause & Effect (rough, 2 <sup>nd</sup> , final drafts) SLO 1-5
11	Nov 3 Nov 5	<b>L</b> Chap 15-16 Preparing for Research Project (Quiz) SLO 3,4 <b>L</b> Chap 17-18 Evaluation Sources/Avoiding Plagiarism SLO 3,4
12	Nov 10 Nov 12	<b>L</b> Chap 19 Writing Research Projects + <b>Thesis for R.P.</b> SLO 3,4 <b>Outline for R.P.: Intro/Body Paragraphs/Conclusion</b> SLO 1-5
13	Nov 17 Nov 19	<b>P</b> Chap 8: Exemplification (Quiz) SLO 1,3 <b>COMPLETE Rough Draft:</b> Research Project 1400 words SLO 1-5

Week	Date	Topics, Readings, Assignments, Deadlines
14	Nov 24	2 <sup>nd</sup> Draft: Research Essay: <i>One-on-One Conference</i> FOB 221 SLO 1-5
	Nov 26	2 <sup>nd</sup> Draft: Research Essay: <i>One-on-One Conference</i> FOB 221 SLO 1-5
15	Dec 1	<b>Class Presentations on Research</b> SLO 1-4
	Dec 3	<b>Class Presentations on Research</b> SLO 1-4
16	Dec 8	<b>Class Presentations on Research</b> SLO 1-4
	Dec 10	<b>DUE: Research Project Finish Presentations</b> SLO 1-4

**Paper Format:** ALL PAPERS handed in (done at home/dorm) must be typed and follow these guidelines. We will use **MLA format**

- Typewritten, double spaced, black ink
- One inch margins on all sides
- 12 point font, Times New Roman
- Number your pages
- Print word count at bottom of last page
- **Heading:** *Name, Date, English 1A-(section #) and Assignment Title ...Descriptive Narrative, Cause & Effect, etc*

**NOTE\*** In order to check for originality (no plagiarism), all three major essays must be submitted to turnitin.com through Canvas

### **Important SJSU dates Spring 2014**

Wednesday January 22 Spring Semester Begins

Wednesday January 22 Orientation, Advisement, Faculty Meetings

Thursday January 23 First Day of Instruction – Classes Begin

Tuesday February 4 Last Day to Drop Without Entry on Permanent Record

Tuesday February 11 Last Day to Add Courses & Register Late

Wednesday February 19 Enrollment Census Date

Monday-Friday March 24-28 Spring Recess

Monday March 31 Cesar Chavez Day Campus Closed

Tuesday May 13 Last Day of Instruction – Last Day of Classes