

San José State University  
Department of English and Comparative Literature  
English 1A, Composition 1 (GE Written Communication A2)  
Fall 2014

**Instructor:** Allison St. Dennis  
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**Office Hours:** T/Th 12:00-1:00 and by appointment  
**Class Days/Time/Location** Section 63: T/Th 10:30-11:45, BBC 125  
Section 71: T/Th 1:30-2:45, CL 316

### 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 score of 147 or higher), or passage of an approved substitute course for the EPT, such as LLD 1 or 2.

### Required Texts/Readings

Kirszner and Mandell. *Patterns for College Writing*. 12<sup>th</sup> ed. ISBN-13: 978-0-312-67684-1  
Lunsford, Andrea. *The Everyday Writer*. 5<sup>th</sup> ed. ISBN: 978-1-4576-1266-4  
Additional readings which must be downloaded from our virtual classroom in Canvas

### Additional materials:

3-ring binder with paper  
3 large blue composition books. These can be purchased at the Spartan Bookstore or other locations around campus.  
A college-level dictionary

## Course Goals

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 (SLOs), 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

## Online Resources

- **Canvas:** We will be using Canvas throughout the course. **Login URL:** <http://sjsu.instructure.com> Please note that it should NOT have the “www” at the start of the URL like many other websites. It is recommended that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account

- **Turnitin.com:** We will be using Turnitin.com for the main writing assignments. The turnitin software is already embedded within Canvas, so you do not need an additional password to access turnitin.com.

## Assignments

- **Writing Assignments** (SLO 1, 2, 3, 4, 5)

In-class essays: 3 total. The first in-class is a diagnostic exam and will count toward your participation grade. In-class Essays 2 and 3 are worth 75 points each. Each essay will focus on a specific skill set and will utilize elements we have been working on with our out-of-class essays as well.

Out-of-class Papers: 4 total @ 125 points each. Papers will focus on different rhetorical modes, all leading to argumentation and persuasion. Our last paper will be a revision of one of your three in-class essays. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. For out-of-class essays there are mandatory peer-review workshops, worth points, explained below. Both rough and final drafts of your out-of-class writing assignments must be typed, using MLA documentation style. All out-of-class papers must be submitted to Turnitin.com via Canvas in order to be graded and receive credit.

- **Peer Review Workshops and Essay Revision** (SLO 1, 4): 4 @ 15 points each. For all four out-of-class writing assignments, you will write a complete rough draft, type it, and bring it to class to participate in a peer-review workshop. You will exchange rough drafts with a classmate and comment upon the strengths and weaknesses of each other's essays and offer suggestions for improvement. I will also collect your rough draft on these workshop days and give advice before your final drafts are due. Students in attendance on these days with complete rough drafts will receive 15 points and the benefit of two readers' advice before the final draft is due. Students who come with incomplete rough drafts or who do not attend will receive no credit and will miss their opportunity to have their papers reviewed by both a classmate and me.

- **Reading Responses** (SLO 1, 4): 10 @ 10 points each. For 10 of the essays we will read this semester, you will compose a reading response. Reading responses are due in class immediately after they are discussed/used. The responses are designed to get you thinking about the reading before you come to class, strengthening your ability to complete the exercises for the day. If your response demonstrates care and concern for the task, it is worth full credit. If it shows a lack of care and concern, it is worth no points. I will help you better understand the expectations, but for now think of each response as about 30-40 minutes of thinking and writing. Reading responses will be between 1-2 pages, typed, and double spaced. Late or hand-written responses will not be accepted.

- **Grammar and Writing Homework and In-class Activities** (SLO 2, 5): Worth 10 points each, and approximately 150 points total (depending on how many in-class activities we do). Listed in the schedule are grammar exercises and writing practice homework from *The Everyday Writer* that will help you to articulate your ideas clearly. This homework will be collected in class and will not be accepted late. Other class activities (some scheduled, some not) will be completed and collected in class, so your attendance is essential to maintaining your good standing.

- **Final Exam** (SLO 2, 3, 5): Participation points. The final exam will be an in-class reflective writing that counts toward your participation grade. Please note the exam schedule for your class section below:

- Sect 63 (meets T/Th 10:30-11:45): Final Exam is on Tue, Dec 16, 9:45 am-12:00 pm
  - Sect 71 (meets T/Th 1:30- 2:45): Final exam is on Wed, Dec 17, 12:15 pm-2:30 pm
- The final exam will be given in our regular classroom.

## Assignments and Grading Policy

Grading: A-F. This class must be passed with a C (75%) 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. There is a total 1000 points possible, which follow the traditional percentage breakdown: 90-100: A; 80-89: B; 70-79: C; 60-69: D; 0-59: F.

<u>Assignments</u>	<u>Points</u>
In-class Essays 2 and 3:	150
Out-of-class Papers 1-4:	500
Reading responses	100
Peer review workshops	60
Grammar and writing homework, in-class activities	150
Participation (diagnostic, final exam day, in-class activities and discussion)	<u>40</u>
	1000 points possible

### Attendance and Late Work Policy

Attendance and participation are extremely important to this course. Many of the projects and assignments occur in class, and you cannot participate without coming to class, and **you will lose points**. Final drafts of out-of-class papers #1, #2, and #3 have a one class meeting grace period, meaning that, if something happens, you can turn in the essay at the beginning of the next class meeting for no point deduction. After that time, the essay will not be accepted. Remember, all 4 essays must be turned in on time, meaning between the due date and the grace period. There is no exception to this policy, regardless of validity or severity. Out-of-class Paper 4 has no grace period and cannot be turned in late. In-class essays can be made up during office hours up to one week after the initial date, if prior arrangement of at least two class meetings is made. Reading responses cannot be turned in late. To repeat, there are no exceptions to any aspect of this policy, regardless of validity or severity. If you prepare and treat due dates as serious commitments, this will not be a problem for you. If you know that you will be missing a due date, you can turn work in early. I DO NOT ACCEPT ELECTRONIC SUBMISSIONS OF ANY WORK PRODUCED FOR THIS CLASS.

### About Email Correspondence

- No homework or papers will be accepted via email. I encourage you to email me to ask questions or to inform me of problems or absences, but otherwise, homework will be accepted only in class.
- Use your SJSU student email account for all correspondence for this course. I will be emailing you through this account, so be sure to check it.
- Criteria for emailing me: Put your name and the name of our course in the Subject of your email. In your email, please address me by name, either “Allison” or by using a title in conjunction with my last name, such as “Ms. St. Dennis” or “Professor St. Dennis.” Also, you must write in your best prose: Write in complete sentences with
- capitalization, punctuation, Standard Written English, and no “text-messaging” abbreviations. If you do not, I will return your email requesting that you revise your work. **Start practicing professionalism now in your correspondence.**

### Classroom Protocol and Plagiarism

*Protocol:* Students are expected to conduct themselves in a manner appropriate to the college class, respectful of the instructor and other students. Any disruptive behavior will result in disciplinary action and the student will be asked to leave the classroom and the matter may be referred to the Dean of Student Services. Disruptive behavior includes talking while the instructor is lecturing, inappropriate language, and activities unrelated to the course and discussion at hand. All electronic devices should be turned off, including cell phones, tablets, laptops, and iPods.

*Plagiarism:* To plagiarize is to use the language and thoughts of another author and represent them as one’s own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university’s Office of Student Conduct’s Academic Integrity Policy (Please see the [Academic Integrity Policy](http://info.sjsu.edu/static/catalog/integrity.html) at <http://info.sjsu.edu/static/catalog/integrity.html>). Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the MLA format—which can be found in *The Everyday Writer*—for citing outside sources.

## Library Liaison for English Courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

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

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

## 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.

## 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.

## SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 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 10<sup>th</sup> 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 2014, Course Schedule for Sections 63 and 71


### Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbook are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and bring it to class.
4. Bring assigned reading handouts to class, and bring Patterns and The Everyday Writer with you to class each day that there is assigned reading or an exercise from these texts.
5. I will use Canvas to post announcements, assignments, supplementary reading materials, and points. You will also need to submit your out-of-class papers to Turnitin on Canvas
6. You are not responsible for any exercises in the text that are not listed in our schedule.

### Key:


**EW** = The Everyday Writer

**HO** = Handout reading



 = Reading Assignment

**RR** = Reading Response due

 = In-Class Essay

 = Holiday; no class

**PCW** = Patterns for College Writing

 /  Download, print, and read an essay posted in Canvas

 = Exercise due

 = Peer review

 = Essay due

 = Assignment introduced


### Week 1 Tu, Aug 26


Introduction, review syllabus


### Th, Aug 28


 In-Class Essay 1: Diagnostic

### Week 2 Tu, Sep 2

 **Read: EW** "Paraphrasing and Summarizing" (220-223)

 **Read: PCW** "Avoiding Plagiarism" (716-720); "Reading to Write" (13-16); "Annotating" (23-26); "Checking Your Paper's Format" (92-93);

 **Read: HO** "Shitty First Drafts"

 Guidelines for Reading Responses given


### Th, Sep 4

**RR:** Reading Response 1 due

 **Read: PCW** "Invention" (29-31); "Moving from Subject to Topic" (34-43)

 Paper 1 announced: Out-of-Class Essay

### Week 3 Tu, Sep 9

 **Read: PCW** "Cause and Effect" (321-336); Cousins' "Who Killed Benny Paret?" (339-341)

 **EW** Read Ch. 38 "Fragments" (392-396); Complete Exer. 38.1 (even) and Exer. 38.2 (even)

Th, Sep 11

**Download, print, and read:** Jones's "Violent Media Is Good for Kids" (372-377)

**Read: PCW** "Understanding Thesis and Support" (43-47)

**RR:** Reading Response 2 due

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Week 4 Tu, Sep 16

**Read: PCW** del Toro and Hogan's "Why Vampires Never Die" (361-363)

**Read: PCW** Collins' "Aristotle" (484-486)

**RR:** Reading Response 3 due

Th, Sep 18

**Download, print, and read:** Klosterman's "My Zombie, Myself: Why Modern Life Feels Rather Undead" (384-389)

**Read: PCW** "Introductions" (53-55); "Conclusions" (60-62)

**RR:** Reading Response 4 due

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Week 5 Tu, Sep 23

Peer Review 1: Bring a complete, typed, and formatted rough draft of out-of-class Paper 1 to class

**Read: PCW** "Revising in a Peer Editing Group" (69-72)

Th, Sep 25

**Read: PCW** Staples' "Just Walk On By" (240-43); "The Body Paragraphs" (55-60)

**Read: EW** Chs. 8a and 8b "Developing Paragraphs" (78-80)

**EW** Read Ch. 37 "Comma Splices & Fused Sentences" (385-91); Complete Exer. 37.1 (even) and Exer. 37.2 (whole ¶)

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Week 6 Tu, Sep 30

**Read: PCW** Visuals Texts *The Kiss* (391) and *LOVE* (392)

Paper 2 announced: Out-of-Class Essay

**EW** Read Ch. 33 "Subject-Verb Agreement" (355-362); Complete Exer. 33.1 (even) and Exer. 33.2 (even)

*Paper 1 rough drafts returned*

Th, Oct 2

**Compose In-Class Essay 2**

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Week 7 Tu, Oct 7

**Read: PCW** "Comparison and Contrast" (371-90); Catton's "Grant and Lee: A Study in Contrasts" (393-396)

**RR:** Reading Response 5 due

**Paper 1 due:** Out-of-class final draft due with cover letter, rough draft, and workshop comments attached

Th, Oct 9

**Read: PCW** "Reading Visual Texts" (26-27); Chua's "Why Chinese Mothers Are Superior" (410-414)

**Read: EW** Ch. 13c "Identify an Argument's Basic Appeals" (145-148)

**RR:** Reading Response 6 due

Week 8 Tu, Oct 14

🗨️ Bring your ads to class for sharing and analysis

✍️ **EW** Read Ch. 34f “Pronouns” (369-371); Complete Exer. 34.3 (1-5) and Exer. 34.4 (1-5)

## Th, Oct 16

📖 **Read: PCW** “Drafting and Revising” (65-68); “Editing and Proofreading” (81-91)

✍️ **EW** Read Ch. 29 “Conciseness” (307-311); Complete Exer. 29.1 (1-5) and Exer. 29.2 (whole ¶)

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Week 9 Tu, Oct 21

🗨️ Peer Review 2: Bring a complete, typed, and formatted rough draft of out-of-class Paper 2 to class

## Th, Oct 23

✍️ **EW** Read Ch. 27 “Parallelism” (229-302); Complete Exer. 27.2 (1-5) and Exer. 27.3 (whole ¶)

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Week 10 Tu, Oct 28

📖 **Read: PCW** Jefferson’s *The Declaration of Independence* (553-556); “What Is Argumentation?” (525-32)

**RR:** Reading Response 7 due

📣 Paper 3 announced: Out-of-Class Essay

*Paper 2 rough drafts returned*

## Th, Oct 30

📄/📖 **Download, print, and read:** Wolf’s “Freedom Is Intended as a Challenge” (631-636)

📖 **Read: PCW** “Using Deductive and Inductive Arguments” (533-540)

**RR:** Reading Response 8 due

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Week 11 Tu, Nov 4

📄/📖 **Download, print, and read:** Magee’s “Judge Rules against Teacher Tenure” and Greenhut’s “Tenure Ruling a Game-Changer for School Reform”

**RR:** Reading Response 9 due

🗨️ **Paper 2 due:** Out-of-class final draft due with cover letter, rough draft, and workshop comments attached

## Th, Nov 6

📄/📖 **Download, print, and read:** Hall’s “Ending Teacher Tenure Is Shortsighted”

📖 **Read: PCW** “Structuring an Argumentative Essay” (541-542); “A Student Writer” (545-547)

**RR:** Reading Response 10 due

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Week 12 Tu, Nov 11

🗨️ Holiday—campus closed for Veteran’s Day

## Th, Nov 13

🗨️ **Compose In-Class Essay 3**

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Week 13 Tu, Nov 18

📖 **Read: PCW** “Quoting” (713-716)

📖 **Read: EW** “Chs. 49c and 50 (461-464) “MLA Citations”; Review each “At a Glance” on pp. 472, 481, 484



Th, Nov 20

- 🗨️ Peer Review 3: Bring a complete, typed, and formatted rough draft of out-of-class Paper 3 to class
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Week 14 Tu, Nov 25

- 📣 Paper 4 announced
- Paper 3 rough drafts returned*

Th, Nov 27

- 🏠 Holiday—campus closed for Thanksgiving
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Week 15 Tu, Dec 2

- 🗨️ **Paper 3 due:** Out-of-class final draft due with cover letter, rough draft, and workshop comments attached
- ✍️ **EW** Read Ch. 30 “Sentence Variety” (311-314); Complete Exer. 30.1 (whole ¶)

Th, Dec 4

- 🗨️ Peer Review 4: Bring a complete, typed, formatted draft of Paper 4 to class (a revision of your choice of in-class essays 1-3)
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Week 16 Tu, Dec 9

- 🗨️ **Paper 4 due:** Out-of-class final draft due with cover letter, rough draft, and workshop comments attached

Last Day of Instruction: Details concerning final course grade and final exam discussed

Week 17 🗨️ Final Exam: Please note your scheduled day and time below:

- Sect 63 (meets T/Th 10:30-11:45): Final Exam is on Tue, Dec 16, 9:45 am-12:00 pm
- Sect 71 (meets T/Th 1:30- 2:45): Final exam is on Wed, Dec 17, 12:15 pm-2:30 pm

### Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)