

San Jose State University
Department of English and Comparative Literature
Welcome to English 1A
Fall 2015

"The real voyage of discovery consists not in seeking new landscapes,
but having new eyes." Proust

"Worse than being blind is having eyes, but being unable to see." Keller

"Vision is the art of seeing things invisible." Swift

"You can't depend on your eyes when your imagination is out of focus." Twain

"It has been said often that there are none so blind as those who will not see.
There are people who go through life burdened by ignorance because they
refuse to see. When they do not recognize the truth that they belong to their
community and their community belongs to them...it is because they refuse to
see." The last recorded words of Maya Angelou

Instructor: Jeffrey Hallford

Section 50: TTH 10:30-11:45 BBC, 123

Section 55: TTH 12:-1:15 BBC, 123

Office Hours: 9:15-10:15, TTH or by appointment (FOB 108)

Phone: Use my home phone for quicker response: (831) 335-5005; office:
(408) 924-4435

E-mail: jeff.hallford@att.net; use this home e-mail for quicker response.

ENGL 1A Course Description:

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Prerequisites:

Placement by the English Proficiency Test (EPT) or passage of an approved substitute course for the EPT.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);

- explain, analyze, develop, and criticize ideas effectively.
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g. punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above (GLO), ENGL 1A also measures the learning goals of GE Area 2. Upon successful completion of the course, students will be able to

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.

Required Texts and Materials:

- Lunsford, Andrea. Everyday Writer. any ed. Boston: Bedford St. Martin's. Other handbooks that cover sentence structure, grammar,punctuation, MLA stds. may be acceptable. See me.
- Kriszner, Laurie G., and Stephen R. Mandell. Patterns for College

Writing: A Rhetorical Reader and Guide. 13th ed. Boston: Bedford St. Martin's P, 2010.

- College Dictionary preferably The American Heritage Dictionary.
- A 3-ring notebook to hold course handouts and writing.
- Black or blue pen for all in-class writings.

Note: All in-class and informal essays must be written in ink, and all formal essays and assignments must be typed and follow MLA standards.

Reading:

The readings you will be assigned are useful models for academic, general, and specific audiences. You will read a variety of published essays, both from our text and some photocopies that I like. You will also read a few photo copies in class that will demonstrate the craft and art of syntax and precise diction.

Diversity: students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that are personally meaningful and that can generate meaningful public debate. Readings for the course will include writers of different genders and socio-economic classes.

Essays:

- All essay assignments will require repeated practice of the writing process: prewriting, organizing, writing, revising, and editing.
- This class requires a minimum of 8000 words, at least 4000 of which must be revised in final draft form.
- Because in-class writing is valued, there will be four in-class essays. There will be several extended informal essays, and short quick-writes done in and out of class.
- The four formal essays must be typed using 12 font, double spacing, and MLA format. There is an example of the proper style in both textbooks.
- In order to pass the class, you must complete all the essays, write the required number of pages, and write on the assigned topics.
- Always keep a copy of your essay. Back it up in case an essay gets lost or misplaced. Keep all returned and graded essays for the entire semester.
- All formal essays must be handed in with a hand written rough draft. Drafts will be stapled to the back.
- Most formal essays will be 4-6 pages long. The rough draft must be handwritten. A draft is the early writing of your essay, so it is not expected to be perfect; however, it should not be a duplicate of the essay you hand in for a grade.

- The final will be a short formal essay that evaluates the readings, lectures, and essay topics in terms of both personal and practical value.

Estimation of Per-Unit Student workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Recording Policies

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Accessible Education Center:

If you need course adaptations or accommodations because of an accessibility difficulty, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with ACE to establish a record of their disability. The ACE website is HYPERLINK "<http://www.ace.sjsu.edu>" ; if you need accommodations for testing please meet with me at the beginning of the semester.

Attendance:

Regular attendance and participation is expected. Grades usually reflect class attendance and participation. Some class meetings require peer editing, and every class will contain discussion; neither of these can be made up. You are expected to be prepared for each class meeting, having completed all assigned

reading and writing in order to participate. Be aware that I may change an assignment or a due date. If you miss class it is your responsibility to adjust to the changes. Contact another student or me. Always bring the textbook for the assigned reading to class.

Due Dates:

It is required that you honor your due dates. All assignments are to be turned in at the beginning of class on the day they are due. If an emergency requires that you miss class or an in-class essay, please contact me before this occurs. I rarely give make up exams, quizzes or essays without a doctor's excuse. The essay grade drops one letter for each class meeting it is late. Remember: The English department requires at least nine essays appropriately sequenced throughout the semester and totaling a minimum of 8000 words.

This minimum requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments.

Rewrites and Quizzes:

If you achieve an essay grade below a C, you may write another essay on a topic I choose to raise that grade. You may do this only once, and it must be written before the final. There will be quizzes that cannot be made up.

Grading:

Diagnostic Essay	0%	Formal Essay #1	10%
In-Class Essay #1	5%	Formal Essay #2	10%
In-Class Essay #2	5%	Formal Essay #3	10%
In-Class Essay #3	5%	Formal Essay #4	15%
In-Class Essay #4	5%	Final Exam	10%
Take-Home Essay #1	5%	(5%=100 points)	
Take-Home Essay #2	5%	(10%=200 points)	
Take-Home Essay #3	5%	(20%=400 points)	
Quick writes, 3	5%	(100%=2000 points)	
Quizzes	5%		

95-100%=A, 90-94=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C.
(Grades for Repeating English 1A): 70-73=C-, 67-69=D+, 64-66=D, 60-63=D-
Final Exam:

An essay final, graded holistically, shall count 10 percent toward the course grade. Students must take the final exam and complete all essays in order to pass the course.

Grading:

In English department courses, instructors will comment and note problems and suggest ways to improve. The grade will reflect the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar, punctuation, appropriate diction and syntax, and well-organized paragraphs.

Academic Standards for Assessment:

You will receive a detailed rubric and sheet of correction symbols I will use to evaluate your writing.

A-F grading will be employed. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. You must earn a C or better to move to 1B/Engl.2. A C- is not acceptable for entrance to 1B/Engl.2.

"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.

Tutoring: San Jose State University provides students with free tutoring at the Peer Connections and at the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use these services; it is a common misconception to consider that these services are for "dumb" students, but no published author made it without another pair of eyes on his/her work.

Peer Connections is located under the 10th Street parking garage in SSC 600; (408) 924-2387. The Writing Center is located on the first floor of Clark Hall in Room 126; (408) 924-2308. 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/>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Plagiarism and Cheating:

"Plagiarism is using someone else's work as you own without giving proper credit to the author. An act of plagiarism may mean failure of this course and

could lead to dismissal from the university. All papers must be original and be written for this class—no recycled papers. If you have any questions read Chapter 35 or Step 6: "Watching "Out for Plagiarism" in Patterns (724-28). San Jose State University has a clear policy regarding plagiarism. You commit plagiarism by buying, stealing, or borrowing a paper; hiring someone to write a paper; building on someone's ideas without providing a citation; or by copying from another source or using a source too closely when paraphrasing."

SJSU Academic Integrity Policy:

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at HYPERLINK "<http://www2.sjsu.edu/senate/S04-12.htm>" The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Calendar

Note: Patterns = Patterns for College Writers; EW = Everyday Writer; SLO = Student Learning Outcomes, quoted on page 9 of syllabus.

*There will be some changes and additional assignments as I become aware of the unique needs of this class. I remind you: contact me or a student for possible changes if you miss class. Readings are to be read by calendar date.

Thursday 8/20 Introduction to course and each other, assign short Quick-write #1, out-of-class, 800-1000 words (GELO 2,3,5) Assign Diagnostic Essay, (GELO 1-5)

Tuesday 8/25 Lecture: informing opposition
Quick-write #1 due, Diagnostic Essay due

Quick-write #2, out-of-class, 800-1000 words
(GELO 2,3,5) Patterns "The Writing
Process" (13-26,81-93);
"Narration" (97-102); (SLO 1-5). Assign Formal Essay
#1. Discuss Chronology and prepositions. (GELO 2)

Thursday 8/27

Oral Reading Narrative/Description
Quick-write #2 & Discussion
Patterns: "Description" (151-61)
Adjectives and Adverbs, (GELO 1,5)
EW: Read Contents: 291-2; 355-6 (GELO 5)

Tuesday 9/1

Handout on the structure of the essay, (GELO 2)
Lecture: Invisible World
Hard Times/ Industrial Revolution/ Education
1984/ awesome adjectives/vocabulary
Discussion of Introductory paragraph and thesis,
(GELO 2). Return Quick Writes #1 & #2 (GELO 5)

Thursday 9/3

Discussion of "The Writing Process" connected to
your essay #1. (GELO 1-5)
1984/awesomeness and adjectives-vocabulary
Patterns: "My Mother Never Worked" (123-6),
"Shooting an Elephant" (133-9), "Indian Education"
(142-47); (GELO 1, 3)

Tuesday 9/8

Formal Essay #1 due: (1250 words)
Assign take home timed essay #1
Discussion of prompts/ steps (GELO 2-5)
EW : Writing Process: 5e,f; 6a,b,d; 7b; 8a,b,e (GELO

2-4)

Thursday 9/10

Patterns: "Ground Zero" (175-8)
(GELO 1,3) "The Hidden Life of Garbage" (186-9)
"The Storm" (102-6)
Discussion: Fiction and Nonfiction, (GELO 1,3,4)
Timed take home essay due

- Tuesday 9/15 In-class essay #1: (800 words); (GELO 1,2,4,5)
- Thursday 9/17 Parts of Speech/vocabulary/ the universe (GELO 5)
Lecture: communitas, nature of language
- Tuesday 9/22 Patterns: "The Body Paragraphs," and "The Conclusion" (55-62) (GELO 1,2)
Assign Formal Essay #2: (1250 words) (GELO 1,2,4,5)
Assign "Touch the Sky"
- Thursday 9/24 Patterns: "College Pressures" (448-54) Discuss the nature of modern education and the effects on the student. Discuss "Touch the Sky"
set up Timed At Home Essay #2 (800-1000 words) (GELO 1,2,4,5)
- Tuesday 9/29 Timed At Home Essay #2 Due
Patterns:"Exemplification" (207-12) (GELO 1,3,4)"Why Looks Are the Last Bastion of Discrimination" (244-48), (GELO 1, 3,4,5)
Lecture/Discussion on Persona and Masks
"Mother Tongue" (463-8)
- Thursday 10/1 Patterns:"Classification and Division" (435-46) (GELO 1,3,4)"Sex, Lies, and Conversation" (421-5)
"The Ways we Lie" (474-81)
Photo Copy Handed Out and Discussed
- Tuesday 10/6 Formal Essay #2 Due (1250 words)
Discuss Problems Encountered (GELO1,2,3,4)
Photo Copy Handed Out and Discussed
- Thursday 10/8 In-Class Essay #2 (800 words) (GELO1-5)
- Tuesday 10/13 EW: "Sentence Style" Read all (GELO 1)
Periodic/Climactic vs cumulative sentence,
Let's write some (GELO 5)
Patterns: "Definition" (487-90); "I Want a wife" (502-4), "The Wife Beater" (514-5) (GELO 1,3,4)

Thursday 10/15	<p><u>Patterns</u>: "Comparison and Contrast" (369-77) (GELO1,3,4) "Why Chinese Mothers Are Superior" (408-12) "Sadie and Maud" (428-9) Assign Timed At Home Class Essay #3 (800 words) (GELO 1-5); Assign Formal Essay #3 (1250 words) (GELO 1-5)</p>
Tuesday 10/20	<p>Timed At Home Essay due Discussion of abstract concepts and concrete examples Discuss concerns about Formal #3</p>
Thursday 10/22	<p>In-Class Essay #3 (GELO1-5)</p>
Tuesday 10/27	<p>Formal #3 Due <u>EW</u>: Word Choice and Spelling a-f (GELO1,3,4) Analyzing Arguments a-e; Constructing Arguments a-i (GELO 3)</p>
Thursday 10/29	<p>Assign Timed At Home Essay #4 (GELO1-5) Assign Formal Essay #4 (GELO 1-5) Discussion the Nature of Good and Evil Discuss Quotations on prompt</p>
Tuesday 11/3	<p>Timed At Home Essay Due <u>Patterns</u>: "Argumentation" (523-30) (GELO 1,3) "The Declaration of Independence" (550-3) Continue discussions of quotations</p>
Thursday 11/5	<p><u>Patterns</u>: "Using Deductive and Inductive Reasoning" (GELO 1,2,3,4) Arguments and Fallacies (531-7)</p>
Tuesday 11/10	<p>In-Class Essay #4(SLO1-5)</p>
Thursday 11/12	<p><u>Patterns</u>: "What Price Football" (605-7) "...Still be Football" (610-13) "...Kids Play Dangerous..." (616-13) "...Does a Body Good..." (616-8), (GELO 1,2,3)</p>

Tuesday 11/17	Formal #4 due. Handouts discussed (GELO 1,3,4)
Thursday 11/19	Unfinished Instruction/Discussion. All late assignments due.
Tuesday 11/24	Final Exam Preparation. Parable 1; "Nothing is Random" (GELO 1-5)
Tuesday 12/1	Final Exam Preparation. Parable 2; Tapestry of the Universe (GELO 1-5)
Thursday 12/3	Discuss, peer grade rough draft of final. Return Formal #4.
Tuesday 12/8	Last day of instruction
Friday 12/11	Final Section 55; 9:45-12
Wednesday 12/16	Final Section 50; 9:45-12