

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 5, Fall 2012

Instructor:	Professor Williams
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Office Hours:	M/W 10:30-11:20AM
Class Days/Time:	M/W 7:30-8:45AM
Classroom:	Sweeney Hall 414
Prerequisites:	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
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.

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

Upon successful completion of this course, students will be able to:

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/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Required Texts/Readings

Textbooks

Rereading America: Cultural Contexts for Critical Thinking and Writing, Eighth Edition, Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2010. ISBN-10: 0-312-54854-0 or ISBN-13: 978-0-312-54854-4.

The Curious Writer, Concise Edition, Third Edition, Bruce Ballenger, Longman, 2009. ISBN-10: 0-205-78019-9 or ISBN-13: 978-0-205-78019-8

The Bedford Handbook, Eighth Edition, Diana Hacker and Nancy Sommers, Bedford/St. Martin's, 2010. ISBN-13: 978-0-312-48013-4.

A college-level English dictionary, such as *Merriam-Webster* or *American Heritage*.

Other material requirements

Large examination booklets, at least one of them a yellow exam book.

Classroom Protocol

You will be on time to class and stay the entire time.

All electronic devices will be turned off and stowed before entering class, unless you have an exception from the DRC. Electronic devices used during class will be confiscated for the class period.

You will bring your books to each class meeting, or you will have to leave class.

You will participate in class discussions, exercises, quizzes, and all other classroom activities.

You will come to class prepared to participate, having read the assigned readings for the day, having completed any homework, and having prepared questions or comments about the assigned readings.

All homework will be assigned in class and must be typed in a 12-point font, unless otherwise specified.

Missed homework assignments may NOT be made up without an acceptable excuse, and acceptable is determined by me.

Quizzes and other class activities may not be made up.

If you miss a class, ask a classmate what you missed, including assignments.

If you miss class due to illness, please contact me via email to let me know, and bring a doctor's note when you return to class with any assignment that was due on the day you missed.

Hard copies of essays and all other work will be handed in; I do NOT accept emailed or faxed papers (essays, homework, reader responses, etc.).

Essay assignments will be handed out in class and include due dates and additional requirements not listed above.

Assignments and Grading Policy

The University Essay Final Exam: A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. **Students must take the final exam in order to pass the course.**

Readings: All readings must be done prior to coming to class for the day they are assigned.

- There will be assignments and quizzes based on the readings.
- Be prepared to discuss the readings in class, bringing pertinent questions or making helpful comments.

In-class essays: There will be three in-class essays throughout the semester, beginning with the diagnostic essay.

- Bring large exam booklets, pens, scratch paper, and a non-electronic dictionary.
- In-class essays cannot be made up without a written medical excuse or other documentation I deem acceptable; within one week, there will be no penalty.
- You will stay the entire class period to write the in-class essay.

Out-of-class essays: There will be four out-of-class essays throughout the semester. One of these will be a revision of an earlier essay already written for this class and will count as a separate assignment.

- You will receive assignments detailing all of the requirements for out-of-class essays, including due dates and word requirements.
- All essays must be turned in on time, as a hard copy, at the beginning of the class on the day they are due.
- Late essays will be accepted only with a written medical excuse or other documentation I deem acceptable; within one week, there will be no penalty.
- The penalty for late essays that are not excused is a 10-point (10%) deduction for each calendar day late.
- All out-of-class essays will follow MLA guidelines for formatting and citations; failure to follow MLA guidelines will result in point deductions.
- In addition to turning in the hard copy of the essay, all out-of-class essays must be uploaded to www.turnitin.com prior to coming to class on the day they are due. Failure to upload the essay will result in a grade of F.
- Uploading the essay late will result in a 10-point (10%) deduction for each calendar day late.
- Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.

Rubrics: All essays are graded with a rubric that includes four categories: content and ideas, style, organization, and mechanics. Rubrics will be distributed and discussed in class. Including the rubric, essays will be marked and commented upon. Read all marks and comments. This feedback system is designed to help you improve your writing; you are responsible for understanding all marks and comments and showing progress in subsequent writing assignments by using the feedback provided.

Please note: All written work (essays, reader responses, homework assignments) must demonstrate competency in the grammatical, syntactical, and mechanical conventions of Standard English in order to receive a passing grade. In this course, a grammatically, syntactically, and mechanically competent piece of writing is one that contains no more than two errors that impede clear transmission of meaning and does not repeat an error marked on a previous assignment.

All essays must be written and turned in to pass the course.

There is a 48-hour waiting period to see me about an essay grade.

Workshops: Out-of-class essays will be workshopped in class prior to the essay due date.

- The workshop protocol will be distributed and discussed in class prior to the first workshop.
- A completed rough draft will be finished prior to the workshop; outlines, incomplete, and/or handwritten essays are not acceptable.
- The workshopped essays must be turned in with the final essay on the due date; failure to do so will result in a 10-point (10%) deduction of the essay grade.
- Workshops cannot be made up.

Homework: There will be homework assigned every week, in class, made up of reader responses, paragraph revisions, grammar exercises, research assignments, and additional readings not on the syllabus.

- All homework must be turned in on time by the due date and will be used for class participation.
- Homework cannot be made up without a written medical excuse or other documentation deemed acceptable by me; within one week, there will be no penalty.
- If you miss class, contact another student to get any homework assignments.

Homework assignments will be assessed on a point basis. The points are cumulative throughout the semester. You can track your points throughout the semester, and you should keep all of your assignments. The points you earn on an assignment will be divided by the total possible points, for a letter grade.

- A = all tasks completed fully, accurately, and demonstrates competent writing
B = all tasks completed, demonstrates competent writing, though may contain a minor error
C = most tasks completed, demonstrates fair writing, perhaps including a major error or a few minor errors
D = tasks incomplete, demonstrates weak writing, including several errors
F = tasks incomplete or mismanaged, demonstrates weak writing including errors that impede meaning

Class Participation: Your presence in class for the entire class period is necessary for participation. Active class participation depends on work done outside of class, including reader responses, homework, and close reading. Class participation will be made up of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed as follows:

- A = Regular, helpful questions and comments; fully engaged
B = Occasional, pertinent questions and comments; good listening
C = Infrequent, tangential questions or comments; attentiveness questionable
D = Rare interaction; disengaged from discussion; not prepared for class
F = Regularly absent, physically or mentally

The class participation part of the grade is made up of all in-class activities and cannot be made up if you miss class, regardless of the reason.

There is **no** extra credit for this class.

Grading: A-F, based on a percent scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=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 this course signifies that the student is a capable college-level writer and reader of English.

Your course grade will be determined as follows:

Essays:	60%
Essay #1: in-class essay, Diagnostic, 600-700 words	0%
Essay #2: out-of-class essay, Process or Memoir, 1100-1200 words	7%
Essay #3: out-of-class essay, Rhetorical Analysis, 1300-1400 words	10%
Essay #4: out-of-class essay, Argument on Education, 1300-1500 words	14%
Essay #5: out-of-class essay, Revision, 1300-1500 words	9%
Essay #6: in-class essay, Analysis and Argument, 700-800 words	10%
Essay #7: in-class essay, Practice Final, 800-900 words	10%
Class Participation:	10%
Homework:	10%
Final Exam:	20%

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, room 126, and is staffed by professional instructors and 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. Contact us at: <http://www.sjsu.edu/writingcenter/about/staff/>.

If I ask you to go to the Writing Center or see me for help with your writing, it's because I am concerned about your ability to write well enough to pass the course. Please take advantage of the excellent, free tutoring available at the Writing Center for all writing concerns. Please feel free to see me during office hours for any help with your writing or concerns with the class.

English 1A, Composition, Fall 2012, Course Schedule

The instructor reserves the right to modify readings, assignments, and deadlines as necessary. All changes will be communicated in class with ample notice. Additional readings and all homework will be assigned in class or via email during the course of the semester.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 22	Introduction and syllabus quiz ; Homework: Send me a well-written email that includes your full name and the class and section you are in (SLO 3, 4); <u>Essay #2 assignment—Writing Process or Education Memoir, 1100-1200 words</u> (SLO 1-4); <i>Curious Writer (CW)</i> : 1-8 (beliefs about writing) (SLO 1-4)* All readings from <i>CW</i> address SLOs 1-4.
2	August 27 August 29	Essay #1: Diagnostic—600-700 words (SLO 1-4): Bring large examination booklets, pens, scratch paper, and a non-electronic dictionary; <i>CW</i> : 49-52, 57-59, 75-78 (goal-directed reading, personal essay) <i>CW</i> : 9-20, 63-68 (memoir, reading and writing); Review Diagnostic Essays; Grammar exercises with student sentences; <i>Rereading America (RA)</i> : Introduction, 1-15 and "Learning Power: The Myth of Education and Empowerment," 109-116 (SLO 1-4)
3	September 3 September 5	Labor Day—No class! <i>CW</i> : 21-31, 53-57 (memoir, reading to write); <i>RA</i> : "From Report of the Massachusetts Board of Education, 1848," 116-26; Grammar and summarizing and paraphrasing (SLO 1-4)
4	September 10 September 12	<i>CW</i> : 39-48, 72, 88-96 (reading purposes, journal/note taking); <i>RA</i> : "Idiot Nation," 128-47 (SLO 1, 2, 4) <i>CW</i> : 96-101, 371-73, 399-401 (composing, focusing questions); <i>RA</i> : "I Just Wanna Be Average," 157-69 (SLO 1-4)
5	September 17 September 19	DUE: Essay #2; Essay #3 Assignment—Rhetorical Analysis—1300-1400 words (SLO 1-4); <i>CW</i> : 36-37, 97 (revision, passive/active voice) <i>CW</i> : 185-88, 191 (rhetorical analysis, peer review); <i>RA</i> : "Against School," 148-57 (SLO 2, 4)
6	September 24 September 26	<i>CW</i> : 107-11, 221-24 (reviews, critical essay); <i>RA</i> : "From Social Class and the Hidden Curriculum of Work," 169-86 (SLO 2, 4) <i>CW</i> : 233-40 (essay analysis); <i>RA</i> : "Still Separate, Still Unequal," 219-37 (SLO 2, 4)
7	October 1	<i>CW</i> : 251-54, 127, 130 (composing, evaluating); <i>RA</i> : "In the Basement of the Ivory Tower," 238-49 (SLO 2, 4); <u>Workshop Protocol Handout</u> (SLO 1-4)

Week	Date	Topics, Readings, Assignments, Deadlines
	October 3	<i>CW</i> : 255-56, 133-35 (revising, peer review); <i>RA</i> : "The Myth of the Melting Pot," 373-78, "Reading Images of the Melting Pot," 439-48 (SLO 2, 4)
8	October 8	<u>Workshop Essay #3</u> (SLO 1-4)
	October 10	DUE: Essay #3; Essay #4 Assignment—Argument on Education—1300-1500 words (SLO 1-4); <i>CW</i> : 173-81, 194-97 (argument purpose, plagiarism)
9	October 15	<i>CW</i> : 183-88 (rhetorical devices, fallacies); <i>RA</i> : "From <i>Notes on the State of Virginia</i> ," 378-84 (SLO 2, 4)
	October 17	<i>CW</i> : 198-205 (generating ideas); <i>RA</i> : "Causes of Prejudice," 384-98 (SLO 2, 4)
10	October 22	<i>CW</i> : 205-10 (writing the sketch); <i>RA</i> : "Loot or Find: Fact or Frame," 422-38 (SLO 2, 4)
	October 24	<i>CW</i> : 210-16 (composing, evaluating); <i>RA</i> : "The End of White America?" 497-511 (SLO 2, 4)
11	October 29	<i>CW</i> : 371-73 (revision); <i>RA</i> : "True Women and Real Men: Myths of Gender," 515-20 and "How the Americans Understand the Equality of the Sexes," 520-24 (SLO 2, 4)
	October 31	<u>Workshop Essay #4</u> (SLO 1-4)
12	November 5	DUE: Essay #4; Essay #5 Assignment—Revision—1300-1500 words (SLO 1-4); <i>CW</i> : 363-71 (revision); <i>RA</i> : "Reading Images of Gender," 568-74 (SLO 2, 4)
	November 7	In-class Essay—Essay #6—700-800 words (SLO 1-4)
13	November 12	Veteran's Day—No class!
	November 14	<i>CW</i> : 374-81 (revision-meaning); <i>RA</i> : "'Two Ways a Woman Can Get Hurt': Advertising and Violence," 575-601 (SLO 2, 4)
14	November 19	<i>CW</i> : 381-91 (revision-information, structure); <i>RA</i> : "Becoming Members of Society: Learning the Social Meanings of Gender," 527-37 (SLO 2, 4)
	November 21	<i>CW</i> : 391-99 (revision-structure, clarity); <i>RA</i> : "'Bros Before Hos': The Guy Code," 608-18 (SLO 2, 4)
15	November 26	<i>CW</i> : 401-03 (revision-style); <i>RA</i> : "The Descent of Men," 618-29 (SLO 2, 4)
	November 28	In-class Essay—Essay #7—800-900 words—Practice Final (SLO 1-4)

Week	Date	Topics, Readings, Assignments, Deadlines
16 Final Exam	December 3	DUE: Essay #5 ; Review In-class Essay #7 (SLO 1-4)
	December 5	Prepare for final exam (SLO 1-4)
	December 8	Saturday, 8:00AM, location to be announced.
17	December 10	Cumulative Quiz!