

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 10, Fall 2012

Instructor:	Jessica Arnold
Office Location:	FOB 213 (second floor)
Telephone:	(408) (924- 4490)
Email:	jessica.arnold@sjsu.edu
Office Hours:	M & W 12pm-1:30pm and by appointment
Class Days/Time:	M & W 9am-10:15am
Classroom:	Clark Hall 316
Prerequisites	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my web page at <https://sites.google.com/site/arnoldenglish1a/>
You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

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.

This section will focus on public versus personal literacy. We will explore the different kinds of literate practices expected of you in your personal life, your civic life, and your academic life. We will look at writing as an inquiry based process, and will use writing to engage with our various discourse communities. All of your work will become part of your portfolio, which will serve as a record of the progress you have made as a writer throughout the semester. Rather than assess your writing with a final exam, you will be assessed on this portfolio in combination with a final reflective analysis essay.

Course Philosophy

In this writing course, you, the students, are the authors we are most concerned with. Our focus will be on creating an academic community of writers here in our own classroom. While we will read published texts outside of class, the main focus of our daily activities will be on how, why, and where we as writers compose texts. This is not a lecture based class, but a collaborative community. Therefore, it is essential to the well being and success of our community that you are present every day in order to write and discuss your own texts, the texts of your peers, and the assigned texts. Plan on becoming an engaged member of this writing community, and remember, have fun!

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.

Class Specific Learning Goals: By the end of the semester students should be able to:

- A. engage in collaborative, participatory writing activities that demonstrate an understanding of the academic community.
- B. participate, through writing and discussion, in college level discourse on the subject of writing.
- C. Analyze the writing process, including writing tools and genres.
- D. Demonstrate the ability to reflect on their own writing strategies and choices.

Required Texts/Readings

Textbook

The Curious Writer: Concise Edition, 3rd ed. Bruce Ballanger. Pearson, 2008.

ISBN: 978-0-205-78019-8

The Brief Bedford Reader, 11th ed. X.J. Kennedy, ed. Bedford/St. Martin's, 2012.

ISBN: 978-0-312-61338-9

The Everyday Writer, 4th ed. Andrea Lunsford. Bedford/St martin's, 2010.

ISBN: 978-0-312-66484-8

Other Readings

Throughout the semester other readings will be assigned, however these will be provided either online or in class.

Other equipment / material requirements

The nature of this course will require regular access to the internet as you are required to upload your final drafts to turnitin.com. There will also be multimodal elements of the class that will necessitate some internet and computer use outside of the classroom. You will also need regular access to a printer. Please talk to me right away if this is a problem.

Class Policies

Attendance

This is a participation based class. During each class session we will be working as a group, and these activities cannot be made up. I will hold you to college level expectations concerning attendance. This means that you need to be in class, ready to participate, every day. Should a conflict with your schedule arise, you will need to handle this as best you can and communicate clearly and early with me. Habitual tardiness will be discouraged.

Participation

Participation will be crucial to your success in this class. As this class is based on discussion, group work, and many in class activities, it is imperative that you come to class prepared to participate. Not understanding the reading and not doing the reading are very different. There are certain days that are more crucial than others, so please look at the calendar carefully when making plans that interfere with class. For example, if you miss the peer workshop you forfeit any credit on that essay.

Late Paper Policy

If you know that you cannot be present to turn in a final draft, please contact me to turn in the paper early. Late papers will receive a penalty of a lower grade. All peer workshops are mandatory and every final draft **MUST** be accompanied by a peer revision. You will also be required to keep copies of your peer feedback (that you give) in your portfolio.

Turnitin.com

All out of class essays must be turned in to turnitin.com as well as in paper format on the due date. Papers not submitted to turnitin.com cannot be graded and therefore will be considered late.

Classroom Etiquette

Because this is a class based on written and verbal communication, we will focus on using language effectively. All members of our class need to feel comfortable exploring various modes of communication, and therefore hostile or derogatory speech concerning someone's race, sex, religion, ethnicity, sexual orientation, or intelligence will not be tolerated.

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

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.

Revision Policy: In this portfolio class you are *required to perform at least one major revision of an essay of your choice*. I also encourage you to revise any essay that you feel has potential for growth, remembering that writing is a process and no piece is ever truly finished. Should you need motivation to do the work of revision, you will receive a grade increase of at least one letter grade if the revision meets the following criteria:

A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes.

If you need help with revision, or with understanding the concept of "major revision", I am happy to help you during office hours.

Major Assignments: **All assignments must be completed to pass the class**

1,000 total points possible (percentage weight listed below)

Grading Scale:

A = 940 – 1000

A- = 900 – 939

B+ = 870 – 899

B = 830 – 869

B- = 800- 829

C+ = 770 – 799

C = 730 – 769

C- = 700 – 729

D+ = 670 – 699

D = 630 – 669

D- = 600 – 629

F = less than 600

Assignment	Due Date	Worth	SLOs and word count
------------	----------	-------	---------------------

Recognizing Audience Part One and Two (In Class Essays)	8/29	CR/NC	3,4 500 words
Recognizing Audience Part Three (in class diagnostic essay)	9/5	CR/NC	3,4 500 words
Literacy Autobiography Final Draft	9/17	10% 100 points	1,2,3,4 1,250 words
Profile (In class Essay)	9/26	10% 100 points	2,3 500 words
Review incorporating visual literacy- final draft	10/22	10% 100 points	1,2,3,4 1,250 words
Research Proposal	11/19	20% 200 points	1,2,3,4 2,000 words
Final Reflective Essay	12/10	10%	1,2,3,4

		100 points	1,000 words
Final Portfolio (one major revision)	12/10	10% 100 points	1,2,3,4 1,000 words

Other Assignments

Commentaries (100-250 word response to readings)	n/a	10% 100 points	A,B
Participation (including free writes, activities, presentations, quizzes) *most presentations will be performed with your working group, however some will be individual	n/a	20% 200 points	A,B,C,D

Note on the Final Assignment:

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, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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 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/>.

Peer Connections

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) and be sure to come see us!

English 1A, Fall 2012, Course Schedule

This class does not have a final exam. The last day of class (December 10th) is the final due date for your portfolio.

This schedule is subject to change, with fair notice. If needed, notice will be given in class as well as via email. Check our class website daily for updates and announcements: <https://sites.google.com/site/arnoldenglish1a/>

Reading Schedule

CW = Curious Writer, BR = Bedford Reader

Day	Date	Reading Assignments	Writing Assignments	Topic
W	8/22	n/a	n/a	Welcome to English 1a!
M	8/27	BR: pp. 9-26 (Critical Reading), & pg. 540 (Richard Rodriguez)	In class writing: first commentary due	Writing as Inquiry
W	8/29	CW: pp. 3-16 and handout given on Monday	In class writing (letters and discussion of outline)	What is literacy?
M	9/3	NO CLASS: LABOR DAY		
W	9/5	CW: pp. 20-29	Outline due In class essay	Recognizing Audience
M	9/10	CW: pp. 49-68 (Reading as		Personal

		Inquiry)		Literacy
W	9/12	BR: pp. 95-115 (narration) and sample literacy autobiographies	2nd commentary due	Intro to Literacy Autobiography
M	9/17	CW: pp. 363-382 & Anne Lamott’s “Shitty First Drafts”	3rd commentary due (required conference sometime this week- will make appointments in class)	The Drafting Process and Peer Review
W	9/19	CW: pp. 383-403	Rough Draft of Literacy Auto-Bio due	Mandatory Peer Workshop
M	9/24	No reading: work on final draft!	Final Draft due with reflection	Introduction to Civic Literacy and Scavenger Hunt
W	9/26	Reading will be posted on website	Response to Political Rhetoric (in class writing)	Civic Literacy
M	10/1	Reading will be posted on website	Response to Political Rhetoric (in class writing)	Civic Literacy
W	10/3	BR: pp. 244-249, David Sedaris “Writing a Profile” (article will be provided in class)		Profiles
M	10/8	BR: pp. 197-199 “Black Men and Public Space”	4th commentary due In class essay: Profile	Profiles
W	10/10	CW: pg. 62, pp. 107-114, 126-135	In class writing and discussion of criteria for review of advertisements	Intro to Visual Literacy
M	10/15	CW: pp. 215-236	Work on review	Intro to Visual Literacy
W	10/17		Rough draft of review due	Mandatory peer workshop

M	10/22	BR: pp. 385-415	5 th commentary due	Common practices of writing
W	10/24	Prepare your 2-3 minute presentation	Final draft of review due with reflection Presentations	
M	10/29	BR: pp. 465-510 CW: pp. 141-159	6 th commentary due	Annotated bibliographies and research
W	10/31	CW: pp. 261-280	Topic due	Research
M	11/5	CW: pp. 293-315	Annotated bibliography and abstract due	
W	11/7	CW: pp. 315-335	Rough draft of introduction to essay and at least one quote you plan to use	Quote Workshop
M	11/12	CAMPUS CLOSED: VETERAN'S DAY	Work of rough draft!	
W	11/14	CONFERENCE DAY	Bring rough draft of research proposal as well as some ideas for your major revision	
M	11/19	Prepare 2-3 minute presentation	Final Draft of research proposal with reflection due	Presentations
W	11/21	BR: pp. 516-521 And reading posted on website	7 th commentary due	Revision and portfolio compilation
M	11/26	BR: pp. 523-528 And reading posted on website	8 th commentary due	Revision and portfolio compilation
W	11/28	BR: pp.529-537 And reading posted on website		Revision and portfolio compilation
M	12/3	No reading: work on final revisions	Major revision due	Final Revision

W	12/5	Work on Final Essay	Peer workshop final essay	Final Reflection
M	12/10	Last Day	Portfolio and Final Essay Due	Celebrate!

Important SJSU dates Fall 2012

Wednesday, August 22 - Tuesday, September 11 Late Registration period

Enrollment Unit Limit is 15

Wednesday, August 22 First day of instruction

Monday, September 3 Labor Day - Campus Closed

Tuesday, September 4 Last day to drop a class without a "W" grade

Tuesday, September 11 Last day to add, Last day to submit Audit option, Last day to submit Credit/No Credit grading option, Last day to submit Instructor Drops

Wednesday, September 19 Enrollment census date

Monday, November 12 Veterans Day - Campus Closed

Thursday, November 15 Last Day to withdraw -Withdrawal from the Semester Request

Thursday, November 22 - Friday, November 23 Thanksgiving holiday - Campus Closed

Monday, December 10 Last day of instruction

Tuesday, December 11 Faculty web access for Fall's grade posting opens at 8am

Wednesday, December 12 - Tuesday, December 18 Final Exams (Exam Schedule)

Friday, December 21 Fall 2012 grades due from Faculty (Preliminary Deadline)

Saturday, December 22 Fall 2012 grades viewable on mySJSU

Tuesday, December 25 Holidays observed - Campus Closed