

San Jose State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2)
Section 16, Fall 2012

Instructor: Nicole Hughes

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Course Website: <http://www.sjsu.edu/people/nicole.hughes/courses/fall12>

Office Hours: Tu/Th 1:15-2:45 and by appointment

Class Days/Time: Tu/Th 9:00-10:15

Classroom: Boccardo Business Center 120

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.

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

Section Description

In this course we will focus on writing as a process that includes brainstorming, outlining, drafting, revising, editing, etc. This means it is absolutely necessary you allow time outside of class to engage in the process in order to truly improve as a writer. I encourage discussion over lecture so it is especially important you have read and thought about the material assigned in the previous class. We will examine three themes this semester: 1. place; 2. culture; and 3. identity.

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.

Course Content

Diversity: Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

Course Protocol

Absences: If you miss a class, contact a classmate to get notes, assignments, etc. It is up to you to show up prepared to the next class session. Please do not ask me to do extra things for you if you miss class.

Electronic devices: Cellphones, ipods, laptops, etc. are not allowed in class. Turn them off and put them away before class begins and do not take them out again until class has finished.

Tutoring: 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!

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/>.

Participation: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand instead of, for example, other courses or your phone, and basically contributing to the learning process that will be happening in our workshop and discussion style classroom.

Required Texts/Readings

Books

Hughes Reader, Available at Maple Press (check or cash ONLY)

The Curious Writer, Third Edition, Bruce Ballenger ISBN - 13: 978-0-205-78019-8

The Everyday Writer, Fourth Edition, Andrew A. Lunsford ISBN: 13: 978-0-312-59457-2

Other equipment/material requirements

Blue or green exam booklet for the Diagnostic Essay

Notebook specifically for this course (you will turn it in to me periodically)

E-mail: When emailing, remember to sign your name at the end of the email. I cannot always know who you are just by the e-mail address. Also, remember that I am your instructor, not your facebook friend, so your language should be appropriate and professional, and I will respond in kind.

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.

Turnitin.com: All student work is subject to review at <http://www.turnitin.com> to identify possible sources of plagiarism. Students found guilty of academic dishonesty will be reported to the proper authorities and may result in a grade of F. You are required to submit all out of class essays to turnitin.com by midnight the night before your essay is due in class.

Late Work: Late work receives a reduction of one letter grade per class session it is late. If you are sick or have to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. Quizzes and in-class writing cannot be made up. I do not accept work by email or in my mailbox. If your printer breaks down or a gerbil ate your work, the only solution is to turn the work in late for partial credit. *I only accept late work if it includes at the top: Due Date, Date Turned In, Total Grade Reduction.* I reserve the right to adjust this policy under special circumstances.

Revisions: You may revise up to TWO in-class or out-of-class essays if you are unhappy with the grade. To do so, follow these guidelines: 1) Carefully read my feedback, and see me if you have questions; 2) Get assistance in the Writing Center or the LARC and have the tutor sign the paper or e-mail me; 3) Type a cover sheet explaining what you have changed and why, and how you think those changes improved the paper; 4) Staple the cover sheet on top; in the middle is your revised paper; and on the bottom is the first version with my comments on it; 5) Revisions must be submitted no later than 2 weeks after the paper was returned.

Paper Format:

- 12-point Times New Roman font, double-spaced
- At the top of the first page: Name, English 1A, Class Time, and word count
- Number each page with your last name and page number in upper-right-hand corner (e.g. Hughes 3)
- Staple before class. I will not accept papers that are not stapled.

Essays and Peer Workshops SLO 1, 2, 3, 4

55%

Each major essay is made up of several mini essays that act as prewriting and partial rough drafts. You will use these drafts to help form a complete rough draft. After peer workshop, you will take your peers suggestions and do thorough editing to create a polished final draft.

Essay 1

15%

3 mini-essays, full-length rough draft, peer workshop, final draft Essay 2	15%
4 mini-essays, full-length rough draft, peer workshop, final draft Essay 3	15%
4 mini-essays, full-length rough draft, peer workshop, final draft Essay 4 (Revise essay 1, 2, or 3)	10%

Final Portfolio Project (Reflective Analysis) SLO 1, 2, 3, 4 **10%**

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, not matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

Homework SLO 1, 2, 3, 4 **10%**

Grammar Presentations and Quizzes SLO 3 **10%**

Class participation and preparedness **15%**

Extra Credit SLO 1, 2, 3, 4: If you attend one of the literary-related events included on the last page of the syllabus and write a paper on the experience, you can receive a maximum of 5% added to your grade, depending on the quality of the paper. The paper must include your thoughts about the event before you attend, a description of the event that creates a picture for your reader about the most significant elements of the event, your reflections on what you learned at the event, and your critique of the event (e.g. would you recommend others attend such an event? Why or why not?).

Final Course Grades will be determined on the following scale:

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+ (not passing)
96-93 = A	86-83 = B	76-73 = C	66-63 = D (not passing)
92-90 = A-	82-80 = B-	72-70 = C- (not passing)	

University Policies

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

English 1A, Fall 2012, Essay and Mini-essay Due Dates

This schedule is subject to change; changes will be announced in class

Assignments (Essays and Mini-essays)	Word Count	Due Date
The Place Where You Live Mini-essay 1	300	Sep 4, 2012
Conversation with a Place Mini-essay 2	300	Sep 11, 2012
Dictionary Mini-essay 3	250	Sep 18, 2012
Essay 1 (Event Profile) Rough Draft	1000	Sep 20, 2012
Essay 1 (Event Profile) Final Draft	1000	Sep 27, 2012
A Conversation With Mini-essay 4	300	Oct 2, 2012
Review Mini-essay 5	500	Oct 4, 2012
Annotating Visual Images Mini-essay 6	250	Oct 11, 2012
Room for Debate Mini-essay 7	300	Oct 18, 2012
Essay 2 (OpEd) Rough Draft	1000	Oct 25, 2012
Essay 2 (OpEd) Final Draft	1000	Nov 1, 2012
Poetic Profile Mini-essay 8	150	Nov 6, 2012
News Article Response Letter Mini-essay 9	300	Nov 8, 2012
Stream of Consciousness Mini-essay 10	250	Nov 13, 2012
Technology Reflection Mini-essay 11	500	Nov 15, 2012
Essay 3 (Personal and Argumentative Blend) Rough Draft	1200	Nov 20, 2012
Essay 3 (Personal and Argumentative Blend) Final Draft	1200	Nov 27, 2012
Essay 4 Revision of Essay 1, 2, or 3	1000-1200	Nov 29, 2012
Final Portfolio Project (Reflective Analysis)	1000	Dec 6, 2012

English 1A, Fall 2012, Course Schedule

This schedule is subject to change; changes will be announced in class

Week	Date	Readings, Assignments, Deadlines	Rdg. Hmwk
1	Thu. 8/23	Introductions; review syllabus and schedule; classmate interviews	
2	Tue. 8/28	In-class Diagnostic Essay; Complete plagiarism tutorial at http://tutorials.sjlibrary.org/tutorial/plagiarism/ , complete quiz and forward me your results by Mon. 9/3	Everyday Writer pg. 44-50; The Curious Writer Chapter 1 due 8/30
	Thu. 8/30	<i>Orion</i> close read “The Place Where You Live”; Signup for grammar group presentations; Understanding rhetorical situations	Everyday Writer pg. 68-82 due 9/4
3	Tue. 9/4	Mini-essay 1 Due; Forming paragraphs, <i>Orion</i> close read “Manifest Destiny”	Everyday Writer pg. 105-112 due 9/6
	Thu. 9/6	<i>Orion</i> close read “Coda”; Learning to read critically	Everyday Writer pg. 201-211 and 214-219 due 9/18
4	Tue. 9/11	Mini-essay 2 Due; Language Lesson; Grammar Presentation 1	Everyday Writer pg. 82-94 due 9/13
	Thu. 9/13	Revision Lesson	The Curious Writer Chapter 10 due 9/18
5	Tue. 9/18	Mini-essay 3 Due; Grammar Presentation 2	The Curious Writer Chapter 2 due 9/20
	Thu. 9/20	Peer Workshop - Essay 1 (Bring 3 copies of your rough draft to class)	

Week	Date	Readings, Assignments, Deadlines	Rdg. Hmwk
6	Tue. 9/25	<i>New York Times</i> close read; Grammar Presentation 3	The Curious Writer Chapter 4 due 9/27
	Thu. 9/27	Movie, TV, Music, and Book Reviews close read; Essay 1 Final Draft Due	Course Reader: Review of Dexter due 10/2
7	Tue. 10/2	Mini-essay 4 Due; Grammar Presentation 4	Everyday Writer pg. 113-137 due 10/4
	Thu. 10/4	<i>Harper's</i> close read; Mini-essay 5 Due	The Curious Writer Chapter 6 due 10/9
8	Tue. 10/9	Grammar Presentation 5; Complete this tutorial on evaluating information sources: http://oil.otago.ac.nz/oil/module7.html , related quiz in class on Tue. 10/16	
	Thu. 10/11	<i>New York Times</i> close read; Mini-essay 6 Due	Course Reader: Live and Learn due 10/16
9	Tue. 10/16	Grammar Presentation 6; evaluating information sources quiz	
	Thu. 10/18	Poetic Profile close read; Mini-essay 7 Due	Course Reader: High-school Confidential due 10/23
10	Tue. 10/23	Grammar Presentation 7	
	Thu. 10/25	Peer Workshop - Essay 2 (Bring 3 copies of your rough draft to class)	Course Reader: Feast and Famine due 10/30

Week	Date	Readings, Assignments, Deadlines	Rdg. Hmwk
11	Tue. 10/30	<i>Harper's</i> close read; Grammar Presentation 8	Course Reader: All Politics is Local due 11/1
	Thu. 11/1	<i>New York Times</i> close read; Essay 2 Final Draft Due	Course Reader: The Sun due 11/6
12	Tue. 11/6	Mini-essay 8 Due; Grammar Presentation 9	Course Reader: Haterade due 11/8
	Thu. 11/8	Mini-essay 9 Due	Course Reader: Visible Man and Looking for Someone due 11/13
13	Tue. 11/13	Mini-essay 10 Due; Grammar Presentation 10	The Curious Writer Chapter 3 due 11/15
	Thu. 11/15	Mini-essay 11 Due	
14	Tue. 11/20	Peer Workshop - Essay 3 (Bring 3 copies of your rough draft to class)	
	Thu. 11/22	Thanksgiving Break - No Class	
15	Tue. 11/27	Essay 3 Final Draft Due; Grammar Presentation 11	
	Thu. 11/29	Essay 4 Due (Revision of Essay 1, 2, or 3)	
16	Tue. 12/4	Grammar, Vocabulary, and Style Jeopardy (Cumulative)	
	Thu. 12/6	Final Portfolio Project (Reflective Analysis) Due	

Extra Credit Literary Events (see litart.org for more info):

- Karen Tei Yamashita Reading and Book Signing, 9/12/12, 7 p.m., ENGR 189
- Nick Flynn
 - Movie Screening, 10/2/12, 7 p.m., ENGR 189
 - Reading and Book Signing, 10/3/12, 7 p.m., ENGR 189

- In Conversation with Tom Barbash, 10/4/12, 1 p.m., MLK Library 225/229
- Michael Ryan Reading and Book Signing, 10/24/12, 7 p.m., MLK Library 225/229
- Stephen Elliot Reading and Book Signing, 11/13/12, 7 p.m., MLK Library 225/229

Important SJSU dates Fall 2012

July 4 - Independence Day - Campus Closed (I)
 August 20 - Academic Year Begins – Fall Semester Begins
 August 20-21 - Pre-Instruction Activities
 August 22 - First Day of Instruction – Classes Begin
 September 3 - Labor Day - Campus Closed (L)
 September 4 - Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)
 September 11 - Last Day to Add Courses & Register Late (A)
 September 19 - Enrollment Census Date (CD)
 November 12 - Veteran's Day Observed - Campus Closed (V)
 November 21 - Classes that start at 5:00 PM or later will not meet.
 November 22 - Thanksgiving Holiday - Campus Closed (T)
 November 23 - Rescheduled Holiday - Campus Closed (RH)
 December 10 - Last Day of Instruction - Last Day of Classes
 December 11 - Study/Conference Day (no classes or exams) (SC)
 December 12-14 - Final Examinations (exams)
 December 17-18 - Final Examinations (exams)
 December 19 - Final Examinations Make-Up Day (MU)
 December 20 - Grade Evaluation Day (E)
 December 21 - Grades Due From Faculty - End of Fall Semester (G)
 December 22- January 21 - WINTER RECESS
 December 25 - Christmas Holiday - Campus Closed (CH)