

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Sections 33, 7, 21 Fall 2012

Instructor:	Julie Sparks, Ph.D.
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Office Hours:	MW 3-4, TTh 11-12 & by appointment
Class Days/Time:	Sec 33 MW noon-1:15 SH 411 Sec 7 TTh 7:30-8:45 Sweeney Hall 444 Sec 21 TTh 9-10:15 Sweeney Hall 229
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 faculty web page at <http://www.sjsu.edu/people/julie.sparks/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. **You are responsible for regularly checking with the messaging system through MySJSU.**

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.

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.

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

Textbook

The CURIOUS WRITER, Concise Edition, 3rd edition 2011

by Bruce BALLENGER ISBN: 9780205780402

Seagull Handbook • January 2011 • ISBN 978-0-393-91151-0

Note: The Curious Writer is also available as an electronic book, but if you choose this option, you will need to bring a laptop or netbook to class every time so you will have the words in front of you. Please don't choose this option if you know you will not be able to resist the urge to do OTHER things on the Web. This is VERY important if you want to learn anything in this class!

Other Readings

We will be doing a book club project for which you will choose from a list of trade paperbacks that you can find in any bookstore or possibly libraries. I want to settle the booklist after consulting the class, so please stand by for details.

Classroom Protocol

Attendance and Participation: It is very important that students come to this class regularly and come prepared to participate. This means that reading assignments should be finished before the class period when they will be discussed, and that students should arrive at writing workshops with the necessary rough drafts. There will be frequent, unannounced in-class writing of some sort, and these cannot be made up by students who miss class. Poor attendance and weak participation will significantly reduce your learning experience and your grade.

Participating in the mandatory peer review workshops is particularly crucial. If you skip these, you will miss out on valuable advice, as well as points. **Furthermore, if you miss the in-class peer review, it is your responsibility to get one on your own or your project's grade will be docked 20%.**

Professionalism and maturity: Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like turning your cell phones off in class, refraining from toying with electronic devices and chatting with buddies in class, getting to class on time, and dressing appropriately (e.g. not as if you are headed for a nightclub or a tanning session). Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

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. A detailed assignment sheet will be handed out for each major assignment specifying the criteria on which it will be judged, but in general your writing will be graded on content and writing competence (grammar and such), as well as its effectiveness for its specific audience and purpose.

Late Work: I recognize that there are perfectly legitimate reasons for good people to miss deadlines on occasion. However, reflecting the seriousness with which such lapses are treated in the workplace, **I will penalize all late essays by 10% each day they are late (including weekends), and I will not accept a paper after one week from the due date.** If you do miss a deadline, you will harm your case further if you also fail to contact me about it. This, in addition to poor attendance, is the primary reason for student failure. **Late homework (small assignments) simply won't be accepted, nor will I accept homework sent by email. Note: There is a 10-minute grace period, and that's it. If you arrive later than that, your homework will not be accepted.**

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will accept thoughtful written responses to movies related to our course readings. A list of these and further explanation of the assignment can be found on the course Web site. Furthermore, I will periodically urge you to attend campus lectures or performances and write about those for extra points. **There is a 30-point maximum per semester, per student, for extra credit.**

Making up In-Class Essays: If you miss an in-class essay and don't make it up, **you will fail the class**, so it is VERY important that you don't miss them. However, each student gets ONE chance to make up a missed essay. It is the student's responsibility to be at the make-up, which will probably be the last day of the semester.

Assignments and Weighting

Diagnostic essay (500-800 words)	0 %	0 points	(SLO 2,3,4)
In-class essays (3) (2500 words)	30 %	300 points	(SLO 2,3,4)
Personal Essay (1200 words)	15 %	150 points	(SLO 1-4)
Interview Essay (1200 words)	15 %	150 points	(SLO 1-4)
Book Club Response (400 words)	5 %	50 points	(SLO 1-4)
Final reflection (1000 words)	10 %	100 points	(SLO 1-4)
Revision, Portfolio (1200 words)	10 %	100 points	(SLO 1-4)
Small assignments	15 %	150 points	(SLO varies)

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.

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. 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!

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/>.

English 1A section 33 Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/22	Introduction to the Course, Begin <i>Declining by Degrees</i>
2	M 8/27 W 8/29	film: <i>Declining by Degrees</i> *<u>In-class Essay #1: Diagnostic Essay</u>
3	M 9/3 W 9/5	*****Labor Day, no class***** Basics of argument, continued <u>Read:</u> Text 173-185, 188, 191, and “Your So-Called Education” (online)
4	M 9/10 W 9/12	Writing as Inquiry <u>Read:</u> Text 3-20 and “Scrimping on College Has Its Own Price” (online) <u>Due:</u> Self-evaluation survey (to hand in) Discuss the Writing Process, brief in-class writing <u>Read</u> Text pp. 20-31, Doonesbury (cartoon, handout)
5	M 9/17 W 9/19	Discuss diagnostics, practice for in-class essay #2 <u>Read:</u> Excerpts from <i>Battle Hymn of the Tiger Mother</i> and <i>Film Club</i> by Gilmour (online) print out and bring in. *<u>In-class essay #2</u>
6	M 9/24 W 9/26	Book Club Project Introduced <u>Read:</u> excerpts from <i>&Outcasts United</i> by St-John and <i>The Pact</i> (both online) <u>Due:</u> Response questions to the excerpts AND Personal essay topic proposal Exploratory Writing: The Personal Essay Writing about Experience, Essay Assignment #1 <u>Read:</u> Text pp. 75-78, 86-95, and “Life is a Spiritual Struggle” (online)
7	M 10/1	The Writing Process for the Personal Essay <u>Read:</u> Text 96-105 <u>Optional:</u> alternative book ideas due

Week	Date	Topics, Readings, Assignments, Deadlines
	W 10/3	<p>Pick Book Clubs</p> <p><u>Read:</u> Excerpts from <i>Working in the Shadows</i>, and <i>The Translator</i> (online) Also, look over the descriptions of other choices online, pick two or three you like.</p> <p><u>Due:</u> response questions for these sample segments (must be typed).</p>
8	M 10/8 W 10/10	<p>Unit Four: Reflecting and Revising</p> <p><u>Read:</u> pp. 363-403, in-class work on introductions, conclusions</p> <p>Unit Three: Writing About Culture: The Interview Essay</p> <p><u>Read:</u> “A Single Lucid Moment” (handout) “My Freshman Year: Worldliness” (handout) (likely quiz on these!)</p>
9	M 10/15 W 10/17	<p>Peer review workshop, personal essay</p> <p><u>Due:</u> rough draft personal essay (2 copies)</p> <p>Discuss writing about culture and Personal Profile</p> <p><u>Read:</u> “Finding My Daughter’s Roots” (on website) “Martin Curiel”</p> <p><u>Due:</u> Personal Essay</p>
10	M 10/22 W 10/24	<p>The Writing Process for an Interview Essay</p> <p><u>Read:</u> Text 282-285 Excerpt from <i>Richistan</i> “Performance Philanthropy” (online)</p> <p><u>Due:</u> questions for “Performance Philanthropy,” topic proposal interview essay</p> <p>Writing workshop on Interview Essay: Structure, incorporating quotes</p>
11	M 10/29 W 10/31	<p>Guests visit, group interviews (tentative)</p> <p><u>Due:</u> progress reports, halfway through book (individual reports)</p> <p>Conferences about book club presentations</p>
12	M 11/5 W 11/7	<p>Book Club time: Discuss cultural commentary & personal profiles in the book. Brief presentations: cultural insights, profiles from the books</p> <p>Writing Workshop: introductions/conclusions, structure, quoting</p>
13	M 11/12 W 11/14	<p>*in-class essay #3</p> <p>peer review of Interview essay</p> <p><u>Due:</u> rough draft interview essay (2 copies)</p>
14	M 11/19 W 11/21	<p>begin film</p> <p>finish film, discuss <u>Due:</u> Interview Essay</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		*****THANKSGIVING!*****
15	M 11/26 W 11/28	Book Club Presentations Book Club Presentations
16	M 12/3 W 12/5	Book Club Presentations <u>Due: Book Club Reflection assignment</u> Review for the final exam
17	M 12/10	Make-ups <u>Due: Revised essay, Portfolio, Reflection</u>

Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran’s Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty