

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 46, Fall 2012

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Office Hours:	Tuesdays 5-6:30 p.m. and by appointment
Class Days/Time and Room:	T/Th 1:30-2:45 p.m., Clark 316
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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.

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

Required Books and Other Readings

Cohen, Samuel. *50 Essays: A Portable Anthology* (3rd edition).

Flynn, Nick. *Another Bullshit Night in Suck City*.

Grennan, Conor. *Little Princes*.

Online Grammar Handbook: <https://owl.english.purdue.edu/owl/>

Grammar Gang Blog: <http://thegrammargang.blogspot.com/>

Other equipment / material requirements

3 yellow exam books (available at the bookstore)

Dictionary and stapler

Classroom Protocol

Participation: In-class participation in English 1A is required and expected. Most of what we learn in this class is generated in class and occurs through discussion, in-class writings, etc. It is a co-created experience that cannot be reproduced outside of class. Please be on time; being late is disruptive to our class experience.

Late Work. Only essays can be submitted late. Quizzes, in-class writings, and short out-of-class writing activities cannot be turned in late. Late essays receive a reduction of one grade per class session it is late. You must write late at the top and the number of class sessions 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.

All Work Must be Submitted In Class. I do not accept work by email or in my campus mailbox. If you need to miss a class session, ask a classmate to turn in your work and to collect handouts and assignments for you. No excuses, including problems with printers, gerbils eating your papers, etc. Plan ahead.

Your Responsibility If You're Absent. If you miss class, contact a classmate to get notes, assignments, etc. It is your responsibility to figure out what's going on and to show up prepared the next class session. Please do not make extra work for me if you miss class.

Paper format:

- * Use 12-point Times New Roman, double-spaced
- * On first page in upper corner: Name, date, class meeting time. (NO cover sheet.)
- * Last name and page number appear in upper-right hand corner of all subsequent pages.
- * Staple before class. If you do not own a stapler, buy one at the bookstore.

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.

In-Class Essays: Students will write three in-class essays. Topics for these essays will grow out of class readings and discussions, and will serve as partial first drafts for out-of-class essays.

Out-of-Class Essays: Topics for these three essays will be discussed in class, with ideas, organization, drafts and feedback in peer workshops all contributing to the final product.

Presentations: Groups will present to the class on chapters of the books they have read. Specific instructions will be discussed in class.

Extra Credit: Students may do up to *two* Extra Credit Assignments, each of which is worth 1-2% added to the final grade, depending on the thoroughness and thoughtfulness of the written work. Extra Credit assignments are to go to one or two more out-of-class events and write a paper (as described above).

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.

Event Paper: Attend one workshop at Peer Connections (details shared in class), one Campus Reading Selection event (<http://www.sjsu.edu/reading/>), one Reading Discussion (see dates and times below), or one Center for Literary Arts event (www.litart.org) and write an approximately two-page, typed, well-written response that includes the name of the workshop, the name of the presenter, and what you feel you learned; you can also address what you liked best, what was surprising or intriguing, your critiques (if you have any), questions the event might have raised for you, etc.

Possible events for the Out-of-Class Opportunity Paper include:

- “Getting to Know About Nepal,” MLK Library 225-229, Tues. 9/11, 3:30 p.m.
- SJSU Nepal Day (Nepali music, dance, art, cuisine and film on campus), Wed. 9/19
- Nick Flynn events:
 - Movie showing, *Being Flynn*, Tues. 10/2, 7 p.m., Engineering 189
 - Nick Flynn reading, Wed. 10/3, 7 p.m., Engineering 189
 - Nick Flynn in conversation, Thurs. 10/4, 1 p.m., MLK Library 225-229
- Reading Discussion Group Meetings for *Little Princes*, (Meets in Clark Hall 100h):
 - Tuesday, August 28 Noon - 1 pm
 - Wednesday, August 29 2 - 3 pm
 - Thursday, September 6 Noon - 1 pm
 - Tuesday, September 25 3 - 4 pm
 - Wednesday, October 3 1 - 2 pm
 - Thursday, October 11 3 - 4 pm
 - Wednesday, October 17 Noon - 1 pm
 - Monday, November 5 Noon - 1 pm
 - Wednesday, November 14 1 - 2 pm
 - Monday, December 3 2 - 3 pm

GRADING

“The Department of English reaffirms its commitment to the differential grading scale as defined in the 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. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students’ GPA.” *In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:*

The “**A**” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “**B**” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “**C**” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Assignment	Percentage	SLOs
In-class (IC) Essays (5% each)	15%	2, 3, 4
Out-of-class (OC) Essays (10% each)	30%	1, 2, 3, 4
Reflective Analysis Paper	10%	1, 2, 3, 4
Peer Review Workshop (prepared with copies)	15%	1
Group Presentation	10%	2, 4
Event Paper	10%	1, 2, 3
Final Assignment (Reflective Analysis)	10%	1, 2, 3, 4
TOTAL	100%	

Final Course Grades will be determined on the following scale:

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	59 & below = F
96 - 93 = A	86-83 = B	76-73 = C	66-63 = D	
92 - 90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

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. 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!

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/>.

Week	Date	Topics, Readings, Assignments, Deadlines
5	T 9/18	OC Essay #1 due. Have read through page 111 of Nick Flynn. SJSU Nepal Day, Wed. 9/19 all over campus (details shared in class)
	Th 9/20	Have read through page 164 of Nick Flynn. Group 2 presents (on pg. 111-164)
6	T 9/25	Have read Part 3 of Flynn. Group 3 presents (on page 165-237)
	Th 9/27	Have read Part 4 of Flynn (through page 286). Group 4 presents (on pg. 238-286)
7	T 10/2	Have finished Flynn. Group 5 presents (on pg. 289-347). <ul style="list-style-type: none">• Nick Flynn movie shown Tues. 10/2, 7 p.m., Engineering 189• Nick Flynn reading Wed. 10/2, 7 p.m., Engineering 189• Nick Flynn conversation Th. 10/2, 1 p.m., MLK Library 225
	Th 10/4	Read “Shooting Dad” by Sarah Vowell p. 412 and “On Dumpster Diving” by Lars Eighner, p. 146 (in <i>50 Essays</i>). OC #2 discussed and assigned.
8	T 10/9	Peer Review of OC #2 (bring 3 copies)
	Th 10/11	Introduction to <i>Little Princes</i> . Bring book.
9	T 10/16	OC #2 due. Have read <i>Little Princes</i> , Chapter 1 (through page 55). Group 6 presents
	Th 10/18	Have read <i>Little Princes</i> Chapters 2 & 3 (p. 59-110). Group 7 presents.
10	T 10/23	Have read <i>Little Princes</i> Chapter 4 (p. 111-151). Group 8 presents.
	Th 10/25	Have read <i>Little Princes</i> Chapter 5 (p. 155-220). Group 9 presents. Thurs. 10/25, Conor Grennan on campus, 4 p.m., Student Union

Week	Date	Topics, Readings, Assignments, Deadlines
11	T 10/30	Have finished <i>Little Princes</i> . Group 10 presents on pages 223-282. Discuss Conor Grennan campus visit.
	Th 11/1	Read “The Ways We Lie” by Stephanie Ericsson and “Salvation” by Langston Hughes (<i>50 Essays</i>).
12	T 11/6	IC Essay #2
	Th 11/8	OC Essay #3 discussed and introduced.
13	T 11/13	Read one essay of your choice from <i>50 Essays</i> that we have not yet read as a class (<i>except</i> Dave Barry).
	Th 11/15	Peer Review of OC Essay #3. Bring 3 copies.
14	T 11/20	OC #3 due. Read Dave Barry “Turkeys in the Kitchen” in class (bring <i>50 Essays</i>).
	Th 11/22	Thanksgiving; no class.
15	T 11/27	Event Papers Due: Share and discuss in class.
	Th 11/29	IC Essay #3 (based on Final Paper).
16	T 12/4	Continue working on final papers.
	Th 12/6	Peer Review of Final Paper (bring 3 copies).
Final Exam	T 12/11	Final paper due by 4 p.m. in Kate’s office, FO 222.

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

1A Reflective Analysis Assignment

This assignment is designed to get you thinking about what kind of writer you are, how you best learn writing essentials and techniques, and what you can do to improve your writing in the future. This type of assessment falls under the category of *reflective learning*. It's the type of learning that starts *after* the fact, when the course enters its final weeks and nearly all your essays have been revised and turned in for a grade. What better time to reflect on what you've accomplished?

For this assignment, you are being asked to write a *process analysis*, or *reflection*, of your writing. The goal is to discover something new about yourself as a writer and thinker. Along with the process analysis, you will need to embed relevant examples that highlight your process in writing an essay and evaluating, workshopping, editing and revising that same essay. These examples must be included in the paragraphs in your essay, not attached as an appendix. Remember, the focus here is on the *process* and not the *product*.

Process Analysis/Reflection: Consider your strengths and weaknesses as a writer when you began English 1A. Think about what you learned over the semester and what skills you will use in future coursework and beyond. Write a 1000-1200 word essay that analyzes your writing and yourself as a writer. Your response must be in standard essay format, NOT numbered or Q&A format. You can address the topics in any order that helps you make your point. Include the word count at the end of your essay.

You must reflect on your writing habits. Where do you do your best work? What tools are helpful when writing? What time of day or under what conditions (at home, in the library, at a cafe) do you write best? Analyze what you think these preferences say about you as a writer and learner.

And, address two of the three areas in the chart:

Area of Reflection	Questions to Prompt Your Thinking
Writing Strategies	Identify writing habits and practices you have formed that work well and that you will continue to use in your future writing. Illustrate with samples from your semester's writing.
Feedback	What advice did you receive (from peer review, tutoring, workshop, instructor feedback) that was particularly helpful when revising your work? Illustrate using at least two examples from past assignments, including the comments. How can you apply that advice to future writing?
Revision	Analyze how you revised a specific paragraph. Include the paragraph in the paper. Describe the choices you made and why

Grade:

You are being graded on the following:

- ✓ Did you answer at least three questions and include appropriate examples?
- ✓ Does your reflection demonstrate serious consideration of your work?
- ✓ Do the examples you include support your reflection?
- ✓ Is the overall presentation of the reflection clear and professional?
- ✓ Does your writing reflect college-level syntactic variety and diction and demonstrate your fluency with the competencies established in first-year composition (grammar, mechanics, usage, etc.)?

Scoring Categories:

1. Development and meta-cognition
2. Follows reflection assignment (format, word count)
3. Clarity, flow, coherence
4. Grammar, mechanics, usage

English 1A Reflective Analysis Rubric

A (90-100%)

1. Reflection demonstrates an excellent understanding of author's process. Examples are specific and varied. The author has identified strengths and weaknesses, and has mapped out detailed, personalized strategies for improvement.
2. Reflection is 1000-1200 words, contains well-chosen and complete examples, is formatted professionally, and reflects purposeful organization and communication.
3. The writing flows smoothly and language is focused and organized
4. Nearly perfect grammar, usage, and punctuation.

B (80-89%)

1. Reflection demonstrates an understanding of author's process. Examples are specific and varied. The author has identified strengths and weaknesses, and has mapped out personal strategies for improvement.
2. Reflection is 1000-1200 words, contains thoughtful and complete examples, is formatted clearly, and shows thoughtful organization and communication that may have some rough spots.
3. The writing flows smoothly and the language is focused.
4. Very few grammar, usage, and punctuation mistakes.

C (70-79%)

1. Reflection demonstrates basic understanding of author's process. Direct quotes or paraphrase may not be as varied or specific as a B paper. The author has identified some strengths and weaknesses, and has strategies for improvement that may be general rather than personal.
2. Reflection is 1000-1200 words, contains examples, is formatted appropriately, and reflects some organization and communication principles that may lack some flow.
3. The writing is somewhat focused and organized, although it may lack the flow of an A or B paper.
4. Some grammar, usage, and punctuation mistakes that do not detract from the meaning of the writing.

D (60-69%)

1. Reflection shows lack of understanding of author's process. Examples may be missing or demonstrably weak or haphazardly chosen. The author may have listed some strengths and weaknesses, but shows a misunderstanding of strategies for improvement or lists general rather than personal issues (e.g. "fix commas"). Lack of analysis
2. Reflection is not 1000-1200 words, either too long or too short (700-1000). It may be missing examples, may have formatting errors or some sloppiness, and may lack an organization or communication principle.
3. The writing may show little to no focus and flow. Uses question and answer format.
4. Major grammar, usage, and punctuation mistakes that detract from the meaning of the writing.

F (below 60%)

1. Reflection shows lack of understanding of author's process. Examples may be missing or demonstrably weak or haphazardly chosen. The author may have omitted strengths and weaknesses or shows a misunderstanding of strategies for improvement or lists general rather than personal issues (e.g. "fix commas").
2. Reflection is under 700 words, lacks examples, is formatted haphazardly, or lacks an organization or communication principle.
3. The writing may show no focus and flow.
4. Major grammar, usage, and punctuation mistakes that make the writing extremely difficult to comprehend.

Group Presentations

The purpose of these presentations is to stimulate class discussion and to help the class see more deeply into the text.

In your group, you will do the following:

- Discuss with the class the 2 or 3 most important events that happen in the pages you're covering. Explain why they are important. Why do these events matter for the main character(s) and for the trajectory of the story? Do you see any broader significance, to yourself, to college students, to the broader society?
- Choose two passages (about a paragraph) and read them aloud to the class (carefully and clearly, with feeling and correct pronunciation). Before you read aloud, note the page number so we can follow along. Then talk about why you chose those passages; what makes them interesting, questionable, or noteworthy?
- Choose 3-5 new-to-you words or phrases, write them on the board, read them in the sentence they appeared in, and then define them for us.
- Discuss what questions these pages raised for you. Are there literally any moments where you didn't quite understand what was happening, or why? Were bigger questions raised for you, such as: Why did someone say or do something in the way that they did? What would you have done in a similar situation? Do you wonder about anything else that happened in these pages?

You do not have to create a PowerPoint for this presentation, but if you'd like to, you may. Just make sure you have an adapter for the plug if you are using a Mac. Presentations will take approximately 15-20 minutes. (2-3 people per group.)

Group 1 (9/13, Flynn 1-59)

Group 2 (9/20, Flynn 111-164)

Group 3 (9/25, Flynn 165-237)

Group 4 (9/27, Flynn 238-286)

Group 5 (10/2, Flynn 289-347)

Group 6 (10/16, Grennan 1-55)

Group 7 (10/18, Grennan, 59-110)

Group 8 (10/23, Grennan, 111-151)

Group 9 (10/25, Grennan, 155-220)

Group 10 (10/30, Grennan 223-282)