

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 80, Fall 2012

Instructor:	Amanda Kolstad
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Office Hours:	Tuesdays 1-2pm
Class Days/Time:	MW 12-1:15pm
Classroom:	Clark 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

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/amanda.kolstad> 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

Textbooks

- Andrea Lunsford, *The Everyday Writer* with 2009 MLA and 2010 APA Updates. Spiral Bound, 4th edition, 2010. Bedford Books. 978-0-312-66486-2.
- Bruce Ballenger, *The Curious Writer*, Concise Edition. Longman (part of Pearson Group), 3rd edition, 2011. 978-0-205-78019-8.

- Robert Atwan, *The Best American Essays*, 6th edition. Cengage, 2011. 978-1-439-08387-1.

Other equipment / material requirements (optional)

Students will require a notebook/binder and a writing implement for every class.

Library Liaison

Toby Matoush toby.matoush@sjsu.edu

Classroom Protocol (Optional)

General: Students are expected to arrive on time having completed all reading assignments and homework. Failure to do so will negatively impact the student's participation grade.

Conduct: Real growth and learning necessitates a safe and respectful environment. Students are encouraged to share opinions and participate in debate. However, students must support their claims with evidence and must respect their classmates. Any behavior that is inappropriate or constitutes a personal attack will not be tolerated. Students engaging in unacceptable behavior will be asked to leave class for the day and will receive no credit for class participation that day.

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.

Assignments and Grading Policy:

Participation/Homework (15%): Students are expected to actively engage in class discussion. Because some students are unaccustomed speaking to a large group, part of this grade will include “Warm-Up” exercises which will help students strengthen grammar and critical thinking skills. These Warm Ups will be approximately 75-100 words each. This will address **SLO 3**. Students may occasionally be required to complete exercises from the textbook for homework.

In-class Essays (20%): Students will write four in-class essays that will be worth 5% each.

- *The first essay* is a Diagnostic essay to evaluate the student’s strengths and weaknesses in writing.
- *The second essay* is a mock final. Students will synthesize the knowledge from this course and apply critical thinking skills to a prompt from a previous final.

- *The third essay* will be a mock final as well, the most recent final prompt will be addressed.
- *The fourth essay* will ask students to evaluate their growth and development in English over the course of the semester.

Literacy Narrative (10%): Students will prepare an essay recounting an important memory relating to reading and/or writing. They will focus on how this experience altered or influenced their writing.

Proposal Essay (10%) Students will explore the details of a problem that affects their daily lives and then propose a plausible solution. Students will be asked to identify the proper audience for the proposal.

Annotated Bibliography (5%) The Argumentative Essay will be accompanied by an annotated bibliography of no fewer than **five** entries.

Argumentative Essay (10%) Students will write an argumentative essay. They will combine rhetorical skills with research skills to produce a clear and concise thesis.

Literary Response Essay (10%) Students will respond and evaluate/analyze one of the essays in Atwan's *The Best American Essays*. No outside sources should be consulted.

All final drafts must include peer edited rough draft.

Revision: Students may revise an essay, using the instructor's remarks to correct their mistakes for up to 1/2 letter grade increase. The student has one week to complete this process.

Final Exam (20%): The same final exam is taken by all of the students taking English 1A during the semester. The English Department requires the final exam to be 20% of the final grade for the course.

Student Technology Resources (Optional)

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/>.

English 1A, Fall 2012, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
Week	Date	
1		
	W 8/22	Introduction to the Course
2	M 8/27	In-class Essay #1: Diagnostic Essay, 750 words
	W 8/29	Prewriting for Literacy Narrative, SLO 1 Atwan: "Mother Tongue" by Amy Tan
3	M 9/3	<i>The Curious Writer</i> Chapter 1 Atwan: "The Dark Art of Description" by Patricia Hampl
	W 9/5	Peer Revision Editing, SLO 1 Draft Due <i>The Curious Writer</i> , Chapter 2 Atwan: "Hair" by Marcia Aldrich
4	M 9/10	Literacy Narrative DUE, 1000 words, SLO 2, 4 Begin discussing Literary Response.
	W 9/12	Introduction to Literary Response Atwan: "On Seeing England for the First Time" by Jamaica Kincaid
5	M 9/17	<i>The Curious Writer</i> , Ch. 7 Atwan: "First" by Ryan Van Meter
	W 9/19	Prewriting for Response Essay, SLO 1 Atwan: "Silent Dancing" by Judith Ortiz Cofer
6	M 9/24	Atwan: "The Blue Machinery of Summer" by Yusef Komunyakaa
	W 9/26	Peer Editing for Critical Response SLO 1 <i>The Curious Writer</i> , Ch. 5

Week	Date	Topics, Readings, Assignments, Deadlines
7	M 10/1	Critical Response Due 1000 words, SLO 2,4 Intro/Prewriting for Proposal Paper SLO 1
	W 10/3	Prewriting for Proposal Essay, SLO 1 Atwan: "The Singer Solution to World Poverty" by Peter Singer
8	M 10/8	Atwan: "The Lesbian Bride's Handbook"
	W 10/10	Atwan: "They All Just Went Away" by Joyce Carol Oates
9	M 10/ 15	Peer Editing Proposal Paper SLO 1
	W 10/17	Proposal Essay Due, 1000 words, SLO 2,4 Reflection on Proposal Paper. Begin discussing Research/Argumentation.
10	M 10/22	Atwan: "Lifelike" by Susan Orlean
	W 10/24	Introduction to Research/Argumentative Essay <i>The Curious Writer</i> Chapter 6
11	M 10/29	Prewrite Argumentative Essay. <i>The Curious Writer</i> Chapter 8 Atwan: "Shouting Fire" by Alan M. Dershowitz
	W 10/31	<i>The Curious Writer</i> , Ch. 9 Atwan: "Our Vanishing Night" by Verlyn Kinkenberg
12	M 11/5	Annotated Bibliography Due Atwan: "The Stunt Pilot" by Annie Dillard
	W 11/7	"Letter from Birmingham Jail" by Dr. Martin Luther King Jr. (handout). Atwan: "What's Wrong with Animal Rights" by Vicki Hearne
13	M 11/12	Argumentative Essay Due for Peer Revision, SLO 1 Atwan: "Hair" by Marcia Aldrich

Week	Date	Topics, Readings, Assignments, Deadlines
	W 11/14	Argumentative Essay DUE, 1250-1500 words. SLO 2, 4
14	M 11/19	In Class Essay #2 750 words.
	W 11/21	Workshop In Class Essay #2. Atwan: "The Stone Horse" by Barry Lopez <i>The Curious Writer</i> Chapter 3
15	M 11/26	In-class Essay #3: practice for Final Exam, 750 words
	W 11/28	FINAL EXAM 8am-10am!!!
16	M 12/3	<i>The Curious Writer</i> , Ch. 4
	W 12/5	In-class Essay #4 500 words, SLO 4
Final Exam	Saturday, December 8	Course Wrap-Up
	M 12/10	

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