

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 08 Fall 2013**

<b>Instructor:</b>	Peter O'Sullivan
<b>Office Location:</b>	FO 107
<b>Telephone:</b>	(408) 924- 4419
<b>Email:</b>	peter.o'sullivan@sjsu.edu
<b>Office Hours:</b>	Mondays and Thursdays 1:30 – 2:30 Or By Appointment.
<b>Class Days/Time:</b>	Mondays and Wednesdays 12:00 – 1:15 PM
<b>Classroom:</b>	SH 348
<b>Prerequisites:</b>	English Placement Test.
<b>GE Category:</b>	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**

**Textbook**

- 50 Essays: A Portable Anthology, 3rd Edition. Edited by Samuel Cohen
  - ISBN-10: 0-312-60965-5
- Lunsford, Andrea. The Everyday Writer with Exercises, 5<sup>th</sup> Edition.
  - ISBN-13: 978-1-4576-6712-1

## **Canvas**

This class has an online presence through Canvas. Login at <https://sjsu.instructure.com/>

## **Other equipment / material requirements**

A good, collegiate paperback dictionary

## **Classroom Protocol**

Students will come to class every day and prepared to discuss that day's readings. I reserve the right to eject any student who comes to class unprepared. Unpreparedness is defined as not having done the readings and not having the materials necessary for class. Each day will begin with a quiz or in class writing assignment based on the readings for that day. The rest of class will be a mélange of small and large group discussions, lectures, student presentations, debates, and activities necessary to facilitate the learning process. Electronic devices such as smartphones and laptops are allowed, as they can be useful in looking up information during class and access Canvas, but I again reserve the right to refuse their use should they become distractions (e.g. facebook during lectures). Also, all cell phones should be silenced (or put on vibrate) before class. I will dance if your cell phone goes off.

## **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.

### **Grade Distribution:**

- Out of Class Essays: 500 points (4 essays) - 5000 words
- Out of Class Revision: 150 points (2 essays) - 2000 words
- Quizzes: 50 points
- Participation: 50 points
- Portfolio: 250 points
  - Total: 1000 points

### **Reading and Assignments:**

**Reading:** English 1A is a reading-intensive course meant to help you strengthen your reading and critical thinking skills. You will read many challenging passages from *50 Essays* and from other sources both provided by the instructor and found in your research. All readings listed on the calendar must be finished by the class time for the date listed. For example: If the calendar listing for September 2nd includes Plato's "Allegory of the Cave" you must have this essay read before we meet for class on September 2nd. Class participation is based predominantly on

the readings, so to ensure full credit you must complete the readings by class time and be prepared to participate orally and in writing.

**Writing:** English 1A is a writing-intensive course meant to prepare you for college-level writing, which will be required in all other classes, and which depends upon clear communication of meaning. All essay writing assignments are noted on the calendar and must be turned in by the beginning of class on the day they are due. All other writing assignments will be assigned during class and must be turned in on time. You will also receive assignment sheets with further instructions for all essays. You will write more than 8000 words this semester.

**All essays must be completed and turned in to pass the course.**

**Out of Class Essays:** You will write out of class essays over the course of the semester. Each essay will be a minimum of 1000 words long (4-5 pages long depending on font). Final drafts will be due through Canvas. You are encouraged to bring rough drafts to my office hours to make essays as excellent as possible.

There will be significant point deductions for not using MLA, or for improper or missing citations. Part of MLA guidelines require the essay be typed in a 12-point font, double-spaced, with one-inch margins on all sides, and with your name and page number in the header. I also require you to include a word count for every out-of-class essay, which you may place in the top of the essay (with your name, date, etc.), or at the end of the essay.

- Word length requirements are listed on the calendar and on essay assignment sheets.
- Specific instructions will be on assignment sheets.
- A note about minimum requirements: All minimum requirements listed on the writing prompts must be met in order to pass the assignment. Passing is a C. To receive an A you must exceed the requirements.

**Workshops:** You will workshop four out of class essays, and must follow workshop procedures in order to get full credit on that essay assignment and for participation.

- All workshops are structured group exercises in which you will give and receive valuable feedback on your writing.
- **Workshops cannot be made up.**

**Quizzes:** You will have a series of quizzes throughout the semester, given in several forms. These can be anything from multiple choice to short answer essay questions to matching. I reserve the right to announce and not announce quizzes as I see fit and will always be on some aspect of the reading. Past fodder for

quizzes includes the text itself, the biographical information at the beginning, the footnotes, and vocabulary found within the text.

**Participation:** Participation is a measurement of how much of the assigned reading you do and how much you participate in class. As such, I will assign in class writings, usually of no more than one page single spaced, at the beginnings of class. I will also, occasionally, assign these writings as homework to be typed and uploaded to Canvas. These assignments will count as an objective measure of participation.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

## English 1A, Fall 2013, Course Schedule

*50E = 50 Essays*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday, August 21	Introductions: The Power of Grammar, What is a Sentence, the syllabus.
2	Monday, August 26	<b>Out of Class Essay #1 Due (1000 Words){SLOs 1,2,3,4}</b> Assign Out of Class Essay #2: Descriptive Essay (1250 words) {SLOs 1,2,3,4} Sequence 1: Knowledge. Plato: Allegory of the Cave (50E, 292) {SLO 2} Text, Subtext, and Context with the Cave. {SLO 2}
	Wednesday, August 28	X, Malcolm: Learning to Read (50E, 257) {SLO 2} Douglas, Frederick: Learning to Read and Write (50E, 129) {SLO 2} Alexie, Sherman: The Joy of Reading and Writing (50E, 15) {SLO 2}
3	Monday, September 2	LABOR DAY: No Class
	Wednesday, September 4	Rodriguez, Richard: Aria: Memoir of... (50E, 307) {SLO 2} Anzaldua, Gloria: How to Tame a Wild Tongue (50E, 33) {SLO 2} Specifics v. Generics in Writing {SLO 3}
4	Monday, September 9	Tan, Amy: Mother Tongue (50E, 396) {SLO 2} Ericsson, Stephanie: The Ways We Lie (50E, 159) {SLO 2}

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday, Sept. 11	<b>Out of Class Essay #2 Final Draft Due.</b> Discuss grading expectations.
5	Monday, Sept. 16	Assign Out of Class Essay #3: Explication of the Modern Cave (1250 words) {SLOs 1,2,3,4} Sequence 2: Media and Politics Johnson, Steven: Games (50E, 196) {SLO 2}
	Wednesday, Sept. 18	Schlosser, Eric: Kid Kustomers (50E, 353) {SLO 2} Winn, Marie: Television: The Plug-in Drug (50E, 438) {SLO 2}
6	Monday, Sept. 23	Buckley Jr., William F.: Why Don't We... (50E, 76) {SLO 2}
	Wednesday, Sept. 25	Orwell, George: Shooting an Elephant (50E, 284) {SLO 2} Swift, Jonathan: A Modest Proposal (50E, 387) {SLO 2}
7	Monday, Sept. 30	King Jr., Martin Luther: Letter from Birmingham Jail (50E, 203) {SLO 2} Thoreau, Henry David: Civil Disobedience ( <a href="http://thoreau.eserver.org/civil.html">http://thoreau.eserver.org/civil.html</a> ) {SLO 2}
	Wednesday, October 2	Workshop Out of Class Essay #2. {SLOs 1,2,3,4}
8	Monday, October 7	<b>Out of Class Essay #3 Final Draft due.</b> Assign Out of Class Essay #4: Civil Disobedience (1200 words) {SLOs 1,2,3,4} Rousseau, Jean Jacques: The Social Contract Book I ( <a href="http://www.constitution.org/jjr/socon_01.htm">http://www.constitution.org/jjr/socon_01.htm</a> ) {SLO 2}
	Wednesday, October 9	Jefferson, Thomas: Declaration of Independence (50E, 187) {SLO 2}
9	Monday, October 14	Sequence 3: Identity and -isms Vowell, Sarah: Shooting Dad (50E, 412) {SLO 2}
	Wednesday, October 16	Kingston, Maxine Hong: No Name Woman (50E, 221) {SLO 2} Momaday, N. Scott: The Way to Rainy Mountain (50E, 273) {SLO 2}
10	Monday, October 21	Ascher, Barbara Lazear: On Compassion (50E, 46) {SLO 2} Ehrenreich, Barbara: Serving in Florida (50E, 136) {SLO 2} Eighner, Lars: On Dumpster Diving (50E, 146) {SLO 2}

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday, October 23	Workshop Out of Class Essay #4 (bring three copies of rough draft) {SLOs 1,2,3,4}
11	Monday, October 28	<b>Out of Class Essay #4 Final Draft due.</b> Assign Out of Class Essay #5: Student Life and isms. {SLOs 1,2,3,4} Baldwin, James: Notes of a Native Son (50E, 50) {SLO 2}
	Wednesday October 30	Staples, Brent: Just Walk on By: Black Men... (50E, 383) {SLO 2} Hurston, Zora Neale: How it Feels to Be Colored Me (50E, 182) {SLO 2}
12	Monday, November 4	Barry, Dave: Lost in the Kitchen. (50E, 72) {SLO 2}
	Wednesday, November 6	Cofer, Judith Ortiz: Myth of the Latin Woman (E50, 91) {SLO 2} Truth, Sojourner: Ain't I a Woman? (50E, 410) {SLO 2}
13	Monday, Nov. 11	VETERANS DAY: No Class
	Wednesday, Nov. 13	Workshop Out of Class Essay #5. {SLOs 1,2,3,4}
14	Monday, Nov. 18	<b>Out of Class Essay #5 Due</b> Assign Revision Essays 1 and 2: Change of Audience and Change of Genre. {SLOs, 1,2,3,4} Assign Reflective Essay for Portfolio. {SLOs. 1,2,3,4} Editing Versus Revising
	Wednesday, Nov. 20	Revision Strategies
15	Monday, Nov. 25	Student Work Day
	Wednesday, Nov. 27	Reflective Essay Strategies.
16	Monday, December 2	Student Work Day
	Wednesday, December 4	Workshop Reflective Essay. {SLOs 1,2,3,4}

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
17	Monday, December 9	Last Day of Class. Portfolios due (Includes Revisions and Reflective Essay). {SLOs 1,2,3,4} Letters to Instructor

### **Important SJSU dates Fall 2013**

Tuesday	August 19	Fall Semester Begins
Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day – No Class
Tuesday	September 3	Last Day to Drop Courses Without an Entry on Record (D)
Tuesday	September 10	Last Day to Add Courses & Register Late (A)
Monday	November 11	Veterans Day
Thur-Friday	Nov 28-29	Thanksgiving Break
Monday	December 9	Last Day of Instruction – Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams) (SC)
Wed-Friday	Dec 11-13	Final Examinations (exams)
Mon-Tuesday	Dec 16-17	Final Examinations (exams)
Wednesday	December 18	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day (G)
Friday	December 20	Grades Due From Faculty - End of Spring Semester (G)