

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE Written Communication A2), Section 37, Fall 2013

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Office Hours: 3:00-4:30 pm Mondays; by appointment Tuesday mornings
Class Days/Time: Monday/Wednesday 1:30-2:45pm
Classroom: Sweeney Hall 411

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 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. **These are skills that can translate to ANY degree or career field—effective communication is essential to your success in the future.**

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 (For example, argumentative essays will state a 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 (such as prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within original 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 (such as punctuation, spelling, references, subject/verb agreement, etc.).

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/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Materials

The Everyday Writer (5th ed.) by Andrea Lunsford

The Norton Sampler: Short Essays for Composition by Thomas Cooley (8th ed.)

The Norton Field Guide to Writing Eds. Richard Bullock and Maureen Daly Goggin

(Please note that the above two texts will be sold as a bundle in the Spartan Bookstore to save you money.)

Other material requirements:

Multiple green books for in-class essays

Loose leaf paper for daily reading responses (to be turned in)

College-level dictionary

Classroom Protocol

Assignments: Assignments for this course will include readings (essays and instructional material) for each class meeting, group grammar presentations on specific mechanical issues (two students per group, one to two presentations per meeting), daily reading responses, either as homework or in class (these are what I will mainly use to confirm your participation for each day), workshops of upcoming essays, and quizzes (including potential pop quizzes if I determine the class is not keeping up on the assigned reading). The reading load for this class is light for a college course; often you will have less than 10 pages to read for a class meeting, and it is disrespectful to me and your fellow students if you come to class unprepared. (See below for more on participation.) **That said, I am here to help you; I WANT to help you, but I cannot do so if you do not ask for help**

within an appropriate time frame. If you are struggling, please let me know right away, and I will do my best to work with you.

- TurnItIn.com: you will submit all your out-of-class essays and revisions to this site, which monitors for plagiarism. I will make the submission information available before the first essay is due. Indication of plagiarism will result in a zero for the assignment.
- Note on late papers: unless you let me know before the due date, you will receive zero credit for a late paper. With acceptable notice, I will dock one full grade per day that the paper is late, but you will be allowed to turn it in. Otherwise, all papers must be submitted at the beginning of class the day they are due.

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. You will not receive participation credit for days you miss unless you inform me BEFORE class meets that you are ill or have an extenuating circumstance.

Lateness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is incredibly rude to the instructor and your classmates, and I WILL call you on it.

Electronic devices: Cell phones, iPods, laptops, tablets, 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. You will receive no participation credit for the day if you use one of these devices in class.

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 essentially contributing to the learning process that will be happening in our discussion-style classroom.

E-mail and other communication: When emailing, remember to sign your name at the end of the email and put the course name/number in the subject line. 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. E-mail is my preferred contact method, though you may also call me in my office if needed.

Grading Policy

Grading for this class will be A-F. This class must be passed with a C or better (not a C-) 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.

Grading Breakdown

Final Portfolio Essay	15%	(150 points)
In-class essays (4 x 650 words)	20%	(200 points)
Out-of-class essays (3 x 1200-1500 words)	45%	(450 points)
Grammar presentations	5%	(50 points)
Participation: other class work, reading responses, course engagement, quizzes, and homework	15%	(150 points)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below. **The grading breakdown and schedule are subject to change with advance notice.**

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Additional Student Resources

Technology Labs

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.

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 <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 on grammar/style assistance: I am also a senior writing specialist at the SJSU Writing Center and am available during my office hours to offer similar assistance should you find it difficult to get an appointment at the WC. Please be

sure to schedule this time with me beforehand so I can prepare any necessary materials.

SJSU 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. Peer Connections has three locations: SSC, Room 600 (10th Street Garage on the corner of 10th 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 <http://peerconnections.sjsu.edu> for more information.

Accessible Education Center

Effective August 12, 2013, the Disability Resource Center (DRC) will have a new name: the Accessible Education Center. Research of best practices in higher education suggests the removal of the term “disability” from co-curricular programs. The center’s new name incorporates a philosophy of accessible education for students with disabilities without emphasizing their disabilities. The Accessible Education Center or AEC will continue to function as a comprehensive department featuring distinct yet interconnected programs, services, and accommodations aimed at the strategic removal of barriers that inhibit students with disabilities’ full physical and curricular access, co-curricular engagement and learning, and effective communication. The new name reflects the broad scope of attention and support for our students with disabilities and the University’s continued commitment to increasing accessibility and inclusivity on campus. For more information, please contact the office at (408) 924-6000 (voice) or (408) 924-5990 (TTY).

Extra credit:

You may earn extra credit points in two ways: either by attending a specialty workshop presented by the Writing Center (I will make a schedule available to you soon), or by attending up to two (for credit; I encourage you to see more!) events presented by the Center for Literary Arts, most of which are on campus, and submitting a 1-page write-up of each event. Depending on class need, I will determine the points available for these extra credit assignments as the semester goes on. Below is a schedule of the authors who will be visiting SJSU this semester:

Aleksandar Hemon reading and book signing, September 18 at 7 p.m. in MLK Rm 225/229

Aleksandar Hemon in conversation with Peter Orner, September 19 at 1 p.m. in MLK Rm 225/229

MFA Faculty Book Party, September 30 at 7 p.m. in MLK Rm 225/229

Sandra Tsing Loh reading and book signing, October 15 at 7 p.m. in SJSU University Theatre

Tom Barbash reading and book signing, October 30 at 7 p.m. in MLK Rm 225/229

Barbara Jane Reyes reading and book signing, November 20 at 7 p.m. in MLK Rm 225/229

The 2013-2014 Steinbeck Fellows reading and discussion, December 4 at 7 p.m. in MLK Rm 225/229

English 1A, Fall 2013, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introductions, syllabus review, grammar diagnostic, preview of diagnostic essay
2	8/26	In-class essay #1 (Diagnostic; 650 words) Bring green book and dictionary
	8/28	Essay #2 Assigned (Out-of-class Narrative; 1,200 words) Sampler: "Narrative" 123-133; "Orange Crush" 161-166
3	9/2	Labor Day holiday – NO CLASS
	9/4	Assign groups for grammar presentations Norton Field Guide: "Purpose," 3-4; "Audience" 5-7; "Beginning and Ending," 299-311 Sampler: "In Case You Ever Want to Go Home Again" 143-148
4	9/9	Norton Field Guide: "Writing as Inquiry" 251-254; "Generating Ideas and Text" 259-265; "Drafting" 266-268 Sampler: "Turning Japanese" 155-160
	9/11	Norton Field Guide: "Dialogue," 377-381 Sampler: "Laugh, Kookaburra" 227-237
5	9/16	Essay #2 DUE (Out-of-class Narrative) Norton Field Guide: "MLA Style," 484-532 MLA review REQUIRED: Bring <i>Everyday Writer</i>
	9/18	MLA Format and Citation Quiz Norton Field Guide: "Describing," 367-375 Sampler: "No Wonder They Call Me a Bitch" (106-113)
6	9/23	Sampler: "Bracken County, Northern Kentucky" 72-78 "Storm Country" 79-84 Norton Field Guide: "Taking Essay Exams" 414-418

Week	Date	Topics, Readings, Assignments, Deadlines
	9/25	Essay #3 (In-class Description; 650 words)
7	9/30	Essay #4 Assigned (Out-of-class Comparison and Contrast; 1,200 words) Sampler: "Like Mexicans" 390-396 Norton Field Guide: "Comparing and Contrasting" 348-350; 353-355
	10/2	Sampler: "Football vs. Asian Studies: 364-367 "Writing Paragraphs" 42-58
8	10/7	Sampler: "Watching Oprah from Behind the Veil" 368-372 "Gender in the Classroom" 397-405
	10/9	Essay #4 Workshop (Out-of-class Comparison and Contrast)
9	10/14	Essay #4 DUE (Out-of-class Comparison and Contrast) Norton Field Guide: "Getting Response and Revising" 275-281
	10/16	Essay #5 Assigned (Out-of-class Argumentation; 1,500 words) Sampler: "Two Years are Better than Four" 534-538 Norton Field Guide: "Arguing" 323-341
10	10/21	Norton Field Guide: "Defining" 356-366 Sampler: "A Brief Guide to Writing a Definition Essay" 415-420, "The Extraordinary Characteristics of Dyslexia" 454-458
	10/23	Essay #6 (In-class Definition; 650 words) Sampler: "City of Big Shoulders" 422-426 "If You Are What You Eat, Then What Am I?" 442-447
11	10/28	Sampler: "A Modest Proposal" 612-622
	10/30	Sampler: "The Island of Plenty" 539-544, "Empathy" 550-557
12	11/4	Essay #6 Workshop (Out-of-class Argumentation) Sampler: "Hal and Me" 563-569, "Our Semi-Literate Youth? Not So Fast" 570-576
	11/6	Essay #5 DUE (Out-of-class Argumentation)
13	11/11	Veterans Day holiday – NO CLASS
	11/13	Sampler: "So You Want to Be a Writer? Here's How" 322-326, "From <i>Holy the Firm</i> " 3-7, "How I Wrote the Moth Essay—and Why" 8-15, "How Annie Dillard Uses Common Patterns" 18-19
14	11/18	Review Self Reflection essay Sampler: "The Miss Dennis School of Writing" 96-105 Norton Field Guide: "A Sample Self-Assessment" 292-293

Week	Date	Topics, Readings, Assignments, Deadlines
	11/20	Essay #7 (In-class Self-reflection Essay; 650 words)
15	11/25	Essay #8 Assigned (Final Portfolio Essay; 1500 words) Sampler: "How to Get Out of a Locked Trunk" 333-341
	11/27	Day before Thanksgiving – NO CLASS
16	12/2	Looking ahead to ENGL. 1B: Selecting and Integrating Source Materials presentation
	12/4	Essay #8 Workshop for Final Portfolio Essay, OR individual presentations (TBD)
	12/9	Essay #8 DUE (Final Portfolio Essay, drawing on material from self-reflection essay). NOTE: We will NOT meet for class on this day; please submit your final portfolio to me in my office before or during the usual class meeting time.