

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 51, Fall 2013**

<b>Instructor:</b>	Andrew Tucker
<b>Office Location:</b>	FO 226
<b>Telephone:</b>	(408) 924- 1382
<b>Email:</b>	andrew.tucker@sjsu.edu
<b>Office Hours:</b>	Wednesday 2:30-3:30; Thursday 3:00-4:00; by appointment
<b>Class Days/Time:</b>	Tuesday/Thursday 1:30-2:45pm
<b>Classroom:</b>	Clark Hall 243
<b>Prerequisites:</b>	EPT Placement
<b>GE Category:</b>	Written Communication A2

**Course Description**

Welcome to SJSU and to English 1A! 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/policy/index.html>

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

## **Required Texts/Readings**

### **Textbooks**

- *The Norton Sampler: Short Essays for Composition* by Thomas Cooley (8th ed.) – ISBN 978-0-393-91946-2
- *The Norton Field Guide to Writing* Eds. Richard Bullock and Maureen Daly Goggin

### **Other equipment / material requirements**

- Multiple green books for in-class essays
- Loose leaf paper for in-class work (to be turned in)
- College-level dictionary

## **Classroom Protocol**

### **Reading**

This is a writing course, and reading will be assigned daily. The reading is a crucial component of the class, as you must read effective writing to become an effective writer. Reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon our reading material. It will be

impossible to be a successful student in this course if you neglect to complete the daily reading.

### **Class Work, Participation, and Homework**

You will complete daily work in class that goes toward your participation score. Presentations, group work, minor papers, and reading responses will also factor into this portion of the course grade. You will not be able to complete in-class assignments if you do not attend class daily, come on time, and stay for the full class period. **Absences and/or tardiness will affect your grade.** In addition, class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

**Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your cell phone (this especially includes text messaging—I do see you!).** This behavior is both rude and unprofessional. Laptop computers and tablets are also forbidden during class time unless you have a documented need for a computer as a note-taking tool.

### **Quizzes**

There will be several announced quizzes as noted on the class schedule. I also reserve the right to give pop quizzes, which will test your completion and comprehension of the required reading assignments.

### **Turnitin.com**

We will be using turnitin.com, and you will have to submit major writing assignments to this website. You will also be required to submit hard copies of your major writing assignments.

### **Essays**

You will complete a total of eight essays for this class: four in-class essays, and four out-of-class essays. These essays include a diagnostic essay, a narrative essay, a description essay, a comparison/contrast essay, an argumentative essay, a definition essay, a self-reflection essay, and a final portfolio essay.

### **Grammar Presentations**

You will be assigned groups for grammar presentations in the early part of the semester. Each group will conduct a 5-10 minute lesson on a grammar topic, including both instructional material and a quiz. Groups can select grammar topics from a list I will provide in the third week of class.

## Final Portfolio Essay

The final portfolio essay will be an extension and revision of your final in-class essay. For this assignment you will be expected to critically analyze and reflect upon yourself and your growth as a writer throughout the semester.

## Grading Breakdown and Policies

### Grading Breakdown

Final Portfolio Essay	20%	(200 points)
In-class Essays (4 x 650 words)	20%	(200 points)
Out-of-class Essays (3 x 1200-1500 words)	45%	(450 points)
Class Work, Participation, 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.

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%)

### Late Policy

I am a prompt person, so I expect the same from you. While I will accept work up to one week after the due date, it will be graded down significantly. **For each calendar day that your work is late, it will be graded down one full letter grade.** If the assignment is turned in after the class period on the assigned due date, it will be graded down half a letter grade. **After one week, I will no longer accept the assignment.** If extenuating circumstances apply for any class work, you must contact me *before* the due date in order to request an extension or make necessary accommodations.

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 the [Writing Center website](http://www.sjsu.edu/writingcenter): <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.

### **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.

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.

## English 1A, Fall 2013, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Introductions, syllabus review, grammar diagnostic, discussion of diagnostic essay.
2	8/27	<b>In-class essay #1 (Diagnostic; 650 words) (SLO 1,2,3 &amp;4)</b> Bring blue book, pen, and dictionary.
	8/29	<b>Assign Essay #2 (Out-of-class Narrative; 1,200 words) (SLO 1,2,3 &amp;4)</b> Sampler: "Narrative" 123-133; "Orange Crush" 161-166
3	9/3	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 Assign groups for grammar presentations (SLO3)
	9/5	Norton Field Guide: "Writing as Inquiry" 251-254; "Generating Ideas and Text" 259-265; "Drafting" 266-268 Sampler: "Turning Japanese" 155-160
4	9/10	Norton Field Guide: "Dialogue," 377-381 Sampler: "Laugh, Kookaburra" 227-237
	9/12	<b>Essay #2 DUE (Out-of-class Narrative)</b> Norton Field Guide: "MLA Style," 484-532 MLA Review (SLO 3)
5	9/17	MLA Format and Citation Quiz (SLO 3) Norton Field Guide: "Describing," 367-375 Sampler: "No Wonder They Call Me a Bitch" (106-113)
	9/19	Sampler: "Storm Country" 79-84; "Bracken County, Northern Kentucky" 72-78 <b>Grammar presentations: Groups 1, 2, and 3 (SLO 3)</b>
6	9/24	Norton Field Guide: "Taking Essay Exams" 414-418 Sampler: "A View from the Bridge" 90-93; "Once More to the Lake" 114-122

Week	Date	Topics, Readings, Assignments, Deadlines
	9/26	<b>Essay #3 (In-class Description; 650 words) (SLO 1,2,3 &amp;4)</b>
7	10/1  10/3	<b>Essay #4 Assigned (Out-of-class Comparison and Contrast; 1,200 words) (SLO 1,2,3 &amp;4)</b> Norton Field Guide: “Comparing and Contrasting” 348-350; 353-355 Sampler: “The Meaning of Life” 406-411  Sampler: “Writing Paragraphs” 42-58; “Gender in the Classroom” 397-405 <b>Grammar presentations: Groups 4, 5 and 6 (SLO 3)</b>
8	10/8  10/10	Norton Field Guide: “Getting Response and Revising” 275-281 Sampler: “Football vs. Asian Studies” 364-367; “Watching Oprah from behind the Veil” 368-372  Essay #4 Workshop (Out-of-class Comparison and Contrast) (SLO 1) Norton Field Guide: “Editing and Proofreading” 282-286
9	10/15  10/17	<b>Essay #4 DUE (Out-of-class Comparison and Contrast)</b> Norton Field Guide: “Arguing” 323-341 Sampler: “Should Batman Kill the Joker?” 545-549 <b>Essay #6 Assigned (Out-of-class Argumentation 1,500 words) (SLO 1,2,3 &amp;4)</b>  Norton Field Guide: “Defining” 356-366 Sampler: “A Brief Guide to Writing a Definition Essay” 415-420; “Guys vs. Men” 427-435
10	10/22  10/24	Norton Field Guide: “Using Sources in Your Writing” 641-652 Sampler: “The Extraordinary Characteristics of Dyslexia” 454-458; “If You Are What You Eat, Then What Am I?” 442-448  <b>Essay #5 (In-class Definition; 650 words) (SLO 1,2,3 &amp;4)</b>
11	10/29  10/31	Sampler: “A Brief Guide to Writing an Argument” 520-532; “Let Stars Get Paid” 578-583; “College Athletes Should Not Be Paid” 584-590. In-class debate.  Sampler: “A Modest Proposal” 612-622 <b>Grammar Presentations: Groups 7, 8, and 9 (SLO 3)</b>

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/5 11/7	Essay #6 Workshop (Out-of-class Argumentation) (SLO 1)  <b>Essay #6 DUE (Out-of-class Argumentation)</b> Sampler: “Classification” 238-246; “Mother Tongue” 253-261
13	11/12 11/14	Sampler: “Process Analysis” 292-303; “How Boys Become Men” 316-321; “So You Want to Be a Writer? Here’s How.” 322-326  Sampler: “How to Get Out of a Locked Trunk” 333-341; “The Pizza Plot” 342-352 <b>Grammar Presentations: Groups 10, 11, and 12 (SLO 3)</b>
14	11/19 11/21	Norton Field Guide: “Compiling a Portfolio” 287-296 Sampler: “The Declaration of Independence” 606-611  <b>Essay #7 (In-class Self-reflection Essay; 650 words) (SLO 1,2,3 &amp;4)</b> <b>Essay #8 Assigned (Final Portfolio Essay; 1500 words) (SLO 1,2,3 &amp;4)</b>
15	11/26 11/28	Sampler: “The Death of the Moth” 630-633; “From <i>Holy The Firm</i> ” 3-7; “How I Wrote the Moth Essay—And Why” 8-16  Thanksgiving Holiday—No Class
16	12/3 12/5	Essay #8 Workshop (Final Portfolio Essay) (SLO 1)  <b>Essay #8 DUE (Final Portfolio Essay)</b> <b>Grammar Quiz (SLO 3)</b>