

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 83, Fall 2013**

<b>Instructor:</b>	Persis Karim
<b>Office Location:</b>	Faculty Offices 216
<b>Telephone:</b>	(408) 924- 4476
<b>Email:</b>	persis.karim@sjsu.edu
<b>Office Hours:</b>	Tu/Thu, 10-11:30 am, and by appt.
<b>Class Days/Time:</b>	Section 82, Tu 4:30-7:15 pm
<b>Classroom:</b>	Clark Hall 127
<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.

English 1A is intended to increase the student's ability to write, read, and think both critically and clearly. I have a conviction that if you have come this far in your educational journey, you have important things to say and can communicate them in both your writing and speaking. English 1A will help you strengthen these skills. We will discuss various modes of composition throughout the semester, all of which will contribute to building strengths for you as a writer. Strong writing skills will help you no matter what career you choose in life, and it is my goal as an instructor to help you gain confidence in communicating ideas. This is a challenging course which I hope will increase and strengthen your skills as both a writer and a critical reader.

### **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 DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

**Reader Responses** particularly fulfill the following Learning Objectives: SLO 2, SLO 4 (developing facility of expression and learning to write for different audiences), via semester-long practice in the use of prompts and the analysis of ideas and themes in the course readings.

**Course readings** fulfill SLO 1, SLO 2, SLO 3, SLO 4 through the illumination of ideas, expressions and varieties of diversity, and sophistication of expression.

**Essays** fulfill SLO 1, SLO 2, SLO 3, and SLO 4 through incorporation of all the learning objectives in the creation, workshop, and revision process of each essay, via peer workshops, prewriting, generation of ideas, and instructor feedback.

**Peer editing workshops** particularly support SLO 1, SLO 2, and SLO 3 though the use of peer feedback to enhance facility in expression, correct grammar and usage, and encouraging clearly expressed concepts and ideas.

**Grammar homework, instruction, and grammar quizzes** particularly support SLO 3 by enhancing the ability to understand and use proper grammar, mechanics, expression, and citation

### **Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

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- Adding and dropping classes

### **Required Texts/Readings**

**Please note that the textbook is required.**

#### **Required Textbooks:**

1) *Everyday Writer, Fifth Edition, Andrea Lunsford* ISBN – 9781457612664

2) *The Norton Field Guide to Writing with Readings, 3<sup>rd</sup> Edition (green cover)* ISBN [0393919579](http://www.norton.com/9780393919579) /

These texts can be purchased at the bookstore or online. You will need them right away.

Other materials you must purchase.

\* A dictionary (such as Webster's)

\* A three ring binder with lined paper

\* Three composition notebooks (yellow) purchase at Spartan bookstore.

## **Classroom Protocol**

**Essays:** We will do six required essays, as well as a final portfolio project which includes an essay. (due on the last day). There will thus be three in-class essays and four out-of-class essays.

**Final Portfolio Assignment:** During this course, you will create a portfolio of your work, including a written reflection of 1000 words, worth ten percent of your grade. Think of it as a reflective study of your progress as a writer over the next four months. What you include in the portfolio doesn't have to be perfect. Remember, writing is a process. Collecting your work and then reflecting on that work is part of the process. The portfolio project 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 portfolio is your culminating experience. This course does not have a final exam.

### **YOU MUST COMPLETE ALL ESSAYS IN ORDER TO PASS THIS COURSE!**

Expect to produce a minimum of 8,000 words this semester.

All out of class essays must be 4-5 pages in length (depending on the assignment), typed (double spaced), in a readable font (no gigantic fonts, 12 point Times New Roman or Ariel works well), with black ink. Follow the MLA guidelines for papers as shown on *The Everyday Writer*.

**LATE PAPERS WILL BE DOWNGRADED ONE FULL LETTER GRADE FOR EVERY DAY LATE. NO ASSIGNMENTS WILL BE ACCEPTED WHICH ARE MORE THAN THREE DAYS LATE. OUT-OF- CLASS ESSAYS MUST BE TURNED IN VIA TURNITIN.COM.**

For in-class essays, please bring a yellow book and a blue or black pen, and don't miss class on these days. In-class essays cannot be made up unless you get permission from me **before** class!

**Reader Responses:** This is a one-page hand-written response, generally assigned during the first ten to fifteen minutes of class. I want you to truly consider and explain what worked for you in the reading, what moved you, disturbed you, inspired you, infuriated you, didn't work, or worked well for you. Many of my former students have told me that writing in class every day really helped them become better writers. Reader Responses are not graded individually, but are tallied as to the amount completed and comprise ten percent of your class grade. Ideal length for a Reader Response is one handwritten page.

**Workshops:** Good writing involves learning good revision skills. Workshops (in which others read and critique your work) are a valuable resource in learning revision. We will have several workshop sessions this semester, in small groups with other class members, in which constructive criticism will be given to help improve your paper (you will also be critiquing others' essays). We will also workshop outlines of in-class essays. You will be required to make copies of your essays for the workshop, generally 3-4.

**Presentation:** Beginning early in the semester, I would like to have each student take 5-10 minutes to present a piece of writing (the selection is up to you: it can be a news article, a short piece from a book, a poem, a selection from a play, something you wrote at any time of your life, etc.) You will read the excerpt to the class and talk about it a bit (why you chose the piece, what you think of the writing, what moved you about it, and even constructive criticism if you are inspired to suggest it). We will also have presentations on grammatical issues. I'll talk about this in class.

**Other work, handouts, etc.** may be assigned during the semester, occasionally.

**Attendance and Participation:** Since success in life involves showing up, consider this class a good exercise. There is a great deal of work and it is easy to fall terribly behind if you do not come to class or fail to complete assignments on time. Class participation also figures into your final grade. Please arrive promptly, as late folks disturb the class. If you do happen to be late, please enter the classroom quietly. If you must miss class, please let me know as soon as possible so that we can make necessary arrangements if you will miss in-class work.

Please participate in class discussions; everyone's opinion is important. Ask questions if you don't understand something, and I will do my best to answer.

**Classroom environment:** Courteous behavior towards other students and the instructor is mandatory, as this is a professional environment. If you disagree (or agree) with the opinion of another student, the instructor, or something in the readings, express your opinions respectfully. Some of the readings may express opinions or views that are somewhat controversial; they are presented to show the varied expression of such opinions or views, and no one is required to agree or disagree with them.

**Cell phones and the like must be turned off.** If you forget and it goes off, please muffle it accordingly. Wait until the end of class to check messages (and please refrain from texting under the desk, etc). If you must use a laptop because you have a learning or other disability, please let me know and also bring me a signed note from the Disability Resource Center; otherwise, laptops are to be shut off and kept closed in this class **unless we are using them for a specific assignment, such as accessing the online course reader. Since there is an online course reader this semester, of course this can be accessed via laptop or smartphone for discussion times. Coffee, tea, water, etc.** may be consumed in class, quietly, but no food.

**Contacting your instructor:** My office hours, e-mail address, and phone number are listed at the top of this syllabus. Email or visit me during my office hours if you have questions about the class or your writing, want to go over an essay, etc. I enjoy working with students outside of class and want to help you succeed in English 1A, so don't hesitate to use my office hours!

## **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 break-down:**

Out-of-Class Essays	35%
In-Class Essays	20%
Reading Presentations	10%
Final Portfolio	10%
Participation, and responses	15%
Grammar, quizzes, etc.	10%

**Grading scale**

A+	97%	100%
A	95%	96.9%
A-	90%	94.9%
B+	85%	89.9%
B	79%	84.9%
B-	75%	78.9%
C+	69%	74.9%
C	65%	68.9%
C-	61%	64.9%
D	58%	60.9%
D-	56%	57.9%
F	0%	55.9%

**Essays in English 1A will be graded as follows:**

**A = Excellent.** This essay is organized, well-constructed, and demonstrates a clear understanding of the topic. The thesis is focused, ideas are clearly presented and supported with specific details. Paragraphs are fully developed and move easily from one to the next. The language is used effectively and sentences are correctly constructed and syntactically correct; the language is lively and a pleasure to read. The “A” paper is as virtually free of mechanical errors as is humanly possible.

**B = Very Good.** This essay shows a clear understanding of the topic, but is less precise and original as the “A” paper. The main difference is that the “B” paper will demonstrate minor weaknesses in aspects such as sentence variety, grammatical errors, typographical errors, or may have less facility of expression as the “A” paper.

**C = Average.** This essay will complete all tasks required by the assignment, but demonstrates weaknesses in fundamental aspects such as paragraph development, supporting ideas, or many mechanical and/or grammatical errors. Word choice and syntax are unvaried and simplistic, and sentence construction is less varied.

**D = Poor.** This essay makes a general attempt to discuss the topic, but will be noticeably superficial in its treatment (generally this is an essay that is far too simplistic or short). The essay may reveal multiple problems in development, or grammatical, mechanical, or usage errors that are serious and frequent.

**F=Unacceptable.** This essay fails to fulfill any requirement of the assignment. It lacks clarity, development, and coherence. This essay does not show a competent or clear understanding of grammar, sentence mechanics, etc.

**Plagiarism:** Your own ideas are valuable and you are in this class to learn to express them effectively. To plagiarize is to present the ideas or writings of another as your own (including purchasing or copying essays from the Internet and turning them in as your own work). This includes paraphrasing another's ideas or writing in your own words also without giving your source proper credit. If you would like to use someone's ideas, writing, or thoughts in your essay, **cite them.** *The Confident Writer* has a large section on proper citation and we will also be covering this in class. **Plagiarism is a very serious offense and will result in automatic failure on the assignment and possible failure in the course and dismissal from the university.** For this and every course at SJSU, be familiar with the "Policy on Academic Integrity" printed in the SJSU Catalog.

I will be using turnitin.com for all out-of-class essays; we will discuss the signup information in class during our first meeting after the primary diagnostic essay. **All out-of-class essays must be uploaded to turnitin on the day the essay is due.**

## **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.

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](http://peerconnections.sjsu.edu)) and be sure to come see us!

### 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.

## English 1A, Spring 2013, Course Schedule

**Notes:**

**The syllabus is subject to change with fair notice.**

**All readings are due on the day indicated.**

**Class and outline workshops are mandatory and your paper will be downgraded if you do not attend.**

**Please bring a large yellow exam book to class on the days of the in-class essays.**

**We will do a DAILY handwritten Reader Response, based on the course readings, using prompts supplied by the instructor.**

**There will be no Reader Response on days which are scheduled for in-class essays so as to use the maximum time for essay writing.**

Abbreviation of texts: *Everyday Writer*=EW; *Norton Field Guide to Writing*= NFGW

**Please be prepared to discuss the reading for the date on which the reading is listed.**

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/27	<p>Introductions; go over the syllabus, general business.</p> <p>Reading for class discussion : pp. 3-27 EW and “Us and Them” in NFGW, pp. 798-805 and “My First Job” pp. 814-821 in NFGW.</p> <p>Essay #1 Diagnostic Essay (in-class); please bring a yellow/green composition book which you can purchase at the Spartan Bookstore. You will write a 500-word essay in class and we will discuss the readings.</p>
2	9/3	<p>In class: Discuss readings; assign Essay #2, “Memoir.”</p> <p>Reading for class discussion: pp. 66-77, 245-260 in EW and “Finding My Cancer Style” in NFGW pp. 831-835 and “The Myth of the Latina Woman: in NFGW pp. 806-813.</p> <p>Presentation on Reading: _____</p>
3	9/10	<p>In Class: Quiz on reading. Discuss elements of memoir.</p> <p>Presentation: _____</p> <p>Mandatory workshop for the Essay #2 Memoir; please bring 3 copies of your rough draft to class. Reading: pp. 78-93 EW. Essay #3</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Textual Analysis, in class essay on 9/24 assigned.
4	9/17	<p>Essay #2, Memoir, due today. Essay # 3 assigned Textual Analysis, written in-class on 9/24. Readings: EW pp. 129-142 and Laurel Thatcher Ulrich, “Well-Behaved Women Seldom Make History,” pp. 656-666 and EW, pp. 84-93. “We are the 99 Percent: Joins the Cultural and Political Lexicon,” pp. 679-683 and work on an outline for handout on responding to a print or web ad.</p> <p>Reading Presentation: _____</p>
5	9/24	<p>In-class Essay #3 Textual Analysis. Bring your web or print ad to class as you’ll be writing it in class; bring a composition greenbook or yellowbook to class. Readings: EW pg. 287-294 and NFGW pp. 765-774 and Assignment #4 for out-of-class essay Evaluation.</p> <p>Discuss reading and quiz.</p> <p>Presentation on reading: _____</p> <p>Reading: EW pp. 43-161 and NFGW pp. 775-796.</p>
6	10/1	<p>Discuss reading, quiz. Readings: EW pg. 164-166</p> <p>Presentation on reading: _____</p> <p>Essay #4 rough draft due in class for workshop. Please bring three copies to class.</p>
7	10/8	<p>Final draft of Essay #4 due. Essay #5 assigned Profile about someone who you feel has done or is doing something important and meaningful. Discuss interview techniques, etc. Readings: NFGW pp. 836-874.</p>
8	10/8	<p>Discuss readings.</p> <p>Presentation on reading: _____</p> <p>Work on rough draft of the profile—plan each step of the process; draft questions, make appointment to speak with interviewee, etc.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Mid-semester reflection on class; in class writing. Grammar exercises, EW pp. 333-240. Bring to class on Tuesday.</p> <p>Continue to work on rough draft of Essay #5.</p>
9	10/15	<p>Profile rough draft due, bring 3 copies to class. Readings: Modifiers, pp. 380-385. Do exercises in EW 36.2, 36.3, and 36.4.</p> <p>Discuss/correct grammar exercises. Polish final draft of essay #5.</p>
10	10/22	<p>Essay #5 due in class. Readings: pp. 876-889 NFGW. Essay #6, in-class essay assigned "Proposals"</p> <p>Discuss reading. Reading Presentation: _____</p> <p>Reading pp. 890-909 EW, work on proposal outline.</p>
11	10/29	<p>Bring proposal outline to class. Discuss grammar issues.</p> <p>In -class #5 essay on proposal; bring composition book to class. Readings: pp. 727-745 EW.</p>
12	11/5	<p>Discuss reading. Essay #6 assigned "Argument" due on 11/12. Readings: pp. 158-183 in EW.</p> <p>Reading Presentation: _____</p>
13	11/12	<p>Mandatory workshop for the argumentation essay; bring three rough drafts to class. Work on revision of essay. Readings: pp. 746-763 and pp. 915-927 EW.</p> <p>Reading Presentation: _____</p>
14	11/19	<p>Discuss readings. Essay #7 Portfolio Reflection assigned.</p> <p>Reading Presentation: _____</p> <p>Essay #6 final draft due in class.</p> <p>Readings: pp. 928-942 in EW.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
15	11/26	<p>Discuss readings and final Portfolio Reflection, in-class. Work on draft of Portfolio Reflection in class. Grammar workshop.</p> <p><b>THANKSGIVING BREAK-NO CLASS!</b></p>
16	12/3	<p>Turn in final portfolio, including Portfolio Reflection. You may revise it and one other paper for the final portfolio.</p> <p>Last day of class; no final exam.</p>

**Extra Credit Literary Events (see [litart.org](http://litart.org) for more info):**

- 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
- 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