

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 85, Fall 2013
THURSDAYS 6 – 8:45
MQH 233

INSTRUCTOR: Leanne Lindelof

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OFFICE HOURS: W 11 – 12

R 5:30 – 6:00

and by appt.

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

Reflections: Patterns for Reading and Writing, McWhorter, Kathleen

The Everyday Writer, fifth edition, Lunsford, Andrea

Full volume dictionary

Blank paper/notebook for notes and in-class assignments

Canvas:

All students are required to regularly check the class Canvas group. Announcements and assignment reminders will be posted in Canvas and students may exchange information, post articles, and share ideas through the system. The syllabus and a course calendar will also be available on the site.

Success:

Success in this course requires engagement, participation, and commitment. I agree with Ashton Kutcher that “opportunity looks a lot like hard work.” I’ll provide students the opportunity to learn, reflect, and grow. Students must commit to working hard in order to extract from the course all that they can.

Late work:

Students must be in attendance to complete in-class assignments. Written assignments cannot be handed in late without prior consent of the instructor; any assignment arriving after the class period has ended is considered late.

Turnitin:

All out-of-class essays must be uploaded to turnitin.com before hard copies are given to the instructor.

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.

Reading:

Reading is a fundamental component of this course. Students will be expected to read assigned passages in *Reflections* as well as essays or stories disseminated by the instructor. Students are also

encouraged to do outside reading of the *New Yorker* or *Wall Street Journal* in order to familiarize themselves with contemporary, quality language and writing.

Writing:

Students will write a total of eight essays over the course of the semester (three in-class, four out-of-class, and a final exam). All essays must be well-developed and demonstrate careful reflection, adherence to the writing process, and proper organization and mechanics.

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/>.

Grading scale:

3 out-of-class essays (750 - 1000 words)	300
1 revision essay (750 – 1000 words)	50
4 in-class essays (500 – 750 words)	400
1 short presentation	10
4 in-class assignments	40
Final exam	200

COURSE SCHEDULE

Week 1

8/22 --Course introduction. Syllabus, expectations, ways to succeed.

--Reading and writing. The writing process.

--NYer article (handout)

Week 2

8/29 --All about Aristotle. And a little Socrates for good measure.

--Reflections, Chapter 4 - prewriting

--Reflections, Chapter 10 - narration

--“The Learning Curve,” Sedaris (handout)

*Narrative Essay Assigned

Week 3

9/5 --Workshop narrative essay

--Grammar TBD, Everyday Writer

*in-class assignment

Week 4

9/12 --in-class essay

--Reflections, Chapter 11, description

-- “The Fish,” Bishop (handout)

*Narrative essay DUE

*Description essay assigned

Week 5

9/19 -- More poetry (handouts)

-- Student work

*in-class assignment

Week 6

9/26 --in-class essay

--Reflections, chapter 7, effective paragraphs

--Reflections, chapter 8, revision

*Description essay DUE

Week 7

10/3 --More on revision, Reflections and Everyday Writer

--Student work

*Revision essay assigned

Week 8

10/9 --Reflections, chapter 12, illustration

--Grammar, TBD, Everyday Writer

*Illustration essay assigned

*Revision essay DUE

Week 9

10/17 --Reflections, Chapter 13, process analysis

--“Learning to Drive” (handout)

--Effective presentations

Week 10

10/24 --Student presentations, process analysis

Week 11

10/31 -- Evaluating your work

--Editing, proofing

Week 12

11/7 -- in-class essay

--Critical thinking/reading, Everyday Writer, chapter 12

--Handouts

*in-class assignment

Week 13

11/14 --Reflections, Chapter 18, argumentation

--More on argument

--Intro to research, Everyday Writer, chapters 15 – 17. Done in class.

*Argumentation essay assigned

Week 14

11/21 --Grammar TBD, Everyday Writer

*in-class assignment

--Workshop

Week 15 11/28 THANKSGIVING HOLIDAY – NO CLASS
Week 16 12/5 --Preparation for final --Self-evaluation
SATURDAY 12/7 FINAL EXAM 8 – 10am

*Note: Assignments, but not due dates, are subject to change.