

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 34, Spring 2013

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Office Hours:	Thursday 4:30-6:30, or by appointment
Class Days/Time:	TR 3:00-4:15
Classroom:	BBC 123
Prerequisites:	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
GE Category:	Written Communication A2

Course Description

Welcome to English 1A! In this course we will work on developing our skills as writers and critical thinkers. Regardless of what academic discipline you choose to enter, writing is an invaluable tool that will help you as you move through your college career. While writing at the college level can often be a daunting task, we will work together throughout the semester and provide each other with support and feedback for our written work. This classroom is a safe environment in which you can develop both your personal voice as a writer as well as the skills necessary to write at the college level. Remember that writing is a process that involves pre-writing, rough drafts, peer workshops, revising, and editing. As we immerse ourselves in this process, we will also be reading extensively. While reading assignments in this class will often serve as guiding models for our written assignments, the readings will also push us to think critically outside of our cultural and social contexts. In reading responses and class discussion we will address societal issues and factors of gender, race, and class. The success of this course is entirely dependent on your participation. I look forward to working with you this semester and watching your progression as a writer. With that said, here is the university's official description of 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/policyforsyllabi.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/Readings

Textbook

Ballenger, Bruce. *The Curious Writer*. Concise 3rd ed. Boston: Pearson, 2011. ISBN: 9780205780198

Kennedy, X.J, Dorothy M. Kennedy, and Jane E. Aaron. *The Brief Bedford Reader*. 11th ed. Boston: Bedford/St. Martin's, 2012. ISBN: 9780312613389

Lunsford, Andrea A. *The Everyday Writer*. 4th ed. Boston: Bedford/St. Martin's, 2010. ISBN: 9780312664862, or 5th ed. ISBN: 9781457600043

Classroom Protocol

Please arrive to class on time, with the required assignments and texts. This classroom is a safe space, and everyone must respect each other and their contributions to the class. Students are not allowed to use electronic devices during class, unless they are cleared by DRC services. This includes laptops, iPods, and cell phones. Please turn off or put cell phones on silent before coming to class.

Turnitin.com

All final drafts of papers written outside of class must be submitted to turnitin.com by midnight of the day it is due. For example, a paper due on Tuesday at 3:00 must be submitted to turnitin.com by midnight of that day. Papers submitted after this deadline will be dropped one full letter grade.

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.

Late Work Policy

Essays written outside of class must be turned in to me in hardcopy and submitted to turnitin.com by midnight of the posted due date. Late papers and reading responses will **not** be accepted, except under extreme circumstances. Likewise, make-ups for in-class essays are only allowed under extreme circumstance, or if you notify me in advance of a planned absence. Please notify me as soon as possible if you know that you will miss a class for a planned event, such as a family wedding or athletic event. In such cases we

can work out an alternative due date. Note that you must turn in all of the assigned essays in order to pass 1A.

Reading Responses

In addition to writing, we will also be doing an extensive amount of reading in this class. Since much of class discussion will focus on these readings, it is imperative that you have completed all readings before coming to class. For many of the readings you will be required to write a one page informal response, which will be brought to class on the day that reading is discussed. You will do a total of ten reading responses throughout the semester. I will be providing guiding questions and prompts for these responses, but feel free to write any other thoughts or ideas that come up during your reading. These responses are meant to ensure that you are both understanding and engaging with the texts. Reading responses should be typed in 12 pt. font and double spaced. They will count toward ten percent of the final grade.

Participation

While you are not graded on your attendance in this class, you are graded on your participation. This means that you must come to class and contribute to discussion, group work, peer workshops, and other class activities. We will be doing informal writing assignments in class, which will count toward your final participation grade. Be sure to speak up in class. We all have unique backgrounds and experiences, and everyone will benefit if we all share our thoughts and ideas. Participation will count towards ten percent of the final grade.

Peer Workshops

Writing is not a straightforward process, and often requires multiple revisions. In this class you will be revising each of your out-of-class essays at least once. A crucial component in the revision process is peer workshopping. On the days assigned for workshop you must bring a rough draft that you are willing to share with your group mates. As writers we belong to a larger community, and so we must learn to depend on each other throughout the semester for helpful feedback and constructive criticism. Always respect your group members and their written work. On workshop days you must bring a copy of your draft for me and three other copies for your group members. Participation in workshops is mandatory. **If you do not attend workshop, 5% will automatically be deducted from the final grade of the paper.** If you are sick or cannot make it to workshop because of an emergency or other circumstance, please notify me directly.

Re-Write Policy

Throughout the course of the semester, you have the option to re-write one out-of-class essay for a new grade. Please note that if you miss a turnitin.com deadline or if you miss workshop, these points cannot be made up with a re-write. Likewise, later papers cannot

be re-written. If you wish to re-write a paper, you must schedule a conference with me to discuss revisions. The re-write will be due one week after the conference. All re-writes must be turned in by the last day of class.

Conferences

During the semester, you must meet with me at least once for an individual conference. We will sign up for conference times towards the middle of the semester. Conferences will be held in my office. Remember to bring a work in progress when you come to the conference. Although you must visit my office at least once, I encourage you to come to office hours often. If you are not able to make my scheduled office hours, we can arrange an appointment to meet during another time.

Writing Assignments

In-Class Essays:

- Writing Sample (not graded) (700 words)
- Discourse Community Essay (700 words, SLO 2, 3, 4)
- Compare and Contrast Essay (700 words, SLO 2, 3)
- Literacy Narrative (700 words, SLO 2, 3, 4)

There will be a total of four in-class essays throughout the semester. These include a writing sample, a discourse community essay, a compare and contrast essay, and a literacy narrative. The first in-class essay will not be graded. The other three essays will each count toward ten percent of your final grade. Each essay should be approximately 700 words. Please bring a pen and blue book on the days assigned for in-class essays. Only in the case of extreme circumstances or planned events, (you must notify me ahead of time), can in-class essays be made up.

Out-of-Class Essays:

- Personal Narrative (1200 words, SLO 1, 2, 4)
- Review Essay (1200 words, SLO 1, 2, 4)
- Argumentative Essay (1200 words, SLO 1, 2, 3,)
- Proposal Essay (1200 words, SLO 1, 2, 3, 4)
- Final Assignment (1200-1400 words, SLO 1, 2, 3)

You will write a total of five essays outside of class this semester. These include a personal narrative, a review essay, an argumentative essay, and a proposal essay. Note that the fifth essay you write outside of class will be your final assignment, or final

reflective analysis. Each essay will count towards ten percent of the final grade. You will write a rough draft for all out-of-class essays, which will be work shopped in class and then revised by you. I will also be providing feedback for your rough drafts throughout the semester. Be sure to staple your rough draft to each final draft that you turn in. Note that rough drafts are mandatory and I will **not** grade your final drafts unless you have also written and turned in a corresponding rough draft. Thus to receive credit for each essay you must turn in a rough draft. Out-of-class essays should be a minimum of 1200 words. Both rough and final drafts must be typed in 12 pt. font. They should be double spaced and have one inch margins.

Final Assignment

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment 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 assignment is your culminating experience. This course does not have a final exam.

The final grade will be determined as follows:

3 In-Class Essays:	30%
4 Out-of-Class Essays:	40%
Reading Responses:	10%
Participation:	10%
Final Assignment:	10%

Final course grades will be determined on the following scale:

97-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	59-below = F
96 - 93 = A	86-83 = B	76-73 = C	67-63 = D	
92 - 90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

** Note that you must pass this course with a C or higher in order to move onto English1B (C- is not acceptable for 1B). A passing grade in this course signifies that the student is a capable college-level writer and reader of English.

Student Technology Resources

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.

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) and be sure to come see us!

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/>.

English 1A, Spring 2013, Course Schedule

Note that this schedule is subject to changes. I will notify you at least one class session in advance if any changes are made.

CW= *The Curious Writer*

BBR= *The Brief Bedford Reader*

EW= *The Everyday Writer*

Week	Date	Topics, Readings, Assignments, Deadlines
1	R 1/24	Introduction <i>Homework:</i> Read pg. 9-16 in CW.
2	T 1/29	In-Class Essay #1 (Writing Sample) Bring a blue book and pen to class. <i>Homework:</i> Read pg. 97-105 in BBR and Amy Tan’s “Fish Cheeks” (116-117 in BBR). Write a reading response for Tan’s essay.
	R 1/31	Reading Response #1 due Discuss Reading Assign Personal Narrative (out-of-class essay #1). <i>Homework:</i> Read pg. 75-78, 100 in CW and work on rough draft of Personal Narrative.
3	T 2/05	Rough Draft of Personal Narrative due (bring 4 copies) Peer workshop of rough drafts <i>Homework:</i> Read pg. 101 in CW, George Orwell’s “Shooting an Elephant” (529-535 in BBR), and Maya Angelou’s “Champion of the World” (110-113 in BBR). Write a reading response that discusses either Orwell’s or Angelou’s essay.
	R 2/07	Reading Response # 2 due Discuss readings. Discuss revisions: how to revise rough drafts <i>Homework:</i> Read Sandra Cisneros’s “Only Daughter” (516-519 in BBR) and Brad Manning’s “Arm Wrestling with My Father” (145-149 in BBR). Write a reading response that discusses either Cisneros’s or Manning’s essay.

Week	Date	Topics, Readings, Assignments, Deadlines
4	T 2/12	<p>Reading Response #3 due Discuss readings. Grammar Lesson: bring EW to class. Questions for final draft of Personal Narrative <i>Homework:</i> Finish final draft of Personal Narrative.</p>
	R 2/14	<p>Final Draft of Personal Narrative due (staple rough draft on the back) Introduction to discourse community: writing for different audiences <i>Homework:</i> Read “Audience and Purpose” section (35-36 in BBR), and read pg. 81-84, 149-151 in CW. Write a reading response comparing the essay and proposal in CW.</p>
5	T 2/19	<p>Reading Response #4 due Public and private discourse group activity <i>Homework:</i> Prep for in-class essay #2</p>
	R 2/21	<p>In-Class Essay #2 (Discourse Community) Bring a pen and blue book to class. <i>Homework:</i> Read pg. 107-114 in CW.</p>
6	T 2/26	<p>Discuss how to write a review essay. Assign Review Essay (out-of-class essay #2). <i>Homework:</i> Write rough draft of Review Essay and read pg. 115-118 in CW.</p>
	R 2/28	<p>Rough Draft of Review Essay due (bring 4 copies) Peer workshop of rough drafts <i>Homework:</i> Read pg. 128-129 in CW (Student Sketch) and pg. 136-138 in CW (Student Essay). Write a reading response comparing the Student Sketch with the Student Essay.</p>
7	T 3/05	<p>Reading Response #5 due Discuss revisions and readings. Review Group Activity <i>Homework:</i> Work on revising and editing Review Essay. Read pg. 151-152 in BBR and pg. 63-65 in CW.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	R 3/07	Reflection on the writing process Grammar Lesson: Bring EW to class Citing in MLA format <i>Homework:</i> Finish final draft of Review Essay.
8	T 3/12	Final Draft of Review Essay due (staple rough draft on the back) Developing an argument: how to write an argumentative essay <i>Homework:</i> Read pg. 173-182 in CW and Linda Chavez’s “Supporting Family Values” (500-502 in BBW). Write a reading response for Chavez’s argument.
	R 3/14	Reading Response #6 due Sign up for conference times. Assign Argumentative Essay (out-of-class essay #3). Midterm Evaluation <i>Homework:</i> Write rough draft of Argumentative Essay and read pg. 173-191 in CW.
9	T 3/19	Rough Draft of Argumentative Essay due (bring 4 copies) Peer workshop of rough drafts <i>Homework:</i> Attend assigned conference time.
	R 3/21	Individual Student Conferences <i>Homework:</i> Work on revising Argumentative Essay. Read Mark Krikorian’s “Safety through Immigration Control” (488-490 in BBR) and Edwidge Danticat’s “Not Your Homeland” (493-496 in BBR). Write a reading response that discusses either one, or both, of these essays.
10	T 3/26	Spring Recess ☺
	R 3/28	Spring Recess

Week	Date	Topics, Readings, Assignments, Deadlines
11	T 4/02	<p>Reading Response # 7 due</p> <p>Discuss readings.</p> <p>Review grammar and MLA.</p> <p><i>Homework:</i> Finish final draft of Argumentative Essay. Read David Sedaris’ “Remembering My Childhood on the Continent of Africa” (244-249 in BBR) and Suzanne Britt’s “Neat People vs. Sloppy People” (225-227 in BBR).</p>
	R 4/04	<p>Final Draft of Argumentative Essay due (staple rough draft on the back)</p> <p>Discuss readings.</p> <p>Prep for next in-class essay: how to write a compare and contrast essay.</p> <p><i>Homework:</i> Prep for in-class essay #3.</p>
12	T 4/09	<p>In-Class Essay #3 (Compare and Contrast)</p> <p>Bring a blue book and pen to class.</p> <p><i>Homework:</i> Read pg. 141-148 and 155-162 in CW.</p>
	R 4/11	<p>Introduction: How to write a proposal essay</p> <p>Discuss reading.</p> <p>Assign Proposal Essay (out-of-class essay #4).</p> <p><i>Homework:</i> Write rough draft of Proposal Essay.</p>
13	T 4/16	<p>Rough Draft of Proposal Essay due (bring 4 copies)</p> <p>Peer Workshop of rough drafts</p> <p><i>Homework:</i> Read Gina Sinisi’s “Clothing Optional (168-170 in CW) and Chitra Divakaruni’s “Live Free and Starve” (396-398 in BBR). Write a reading response that discusses either Gina Sinisi’s or Divakaruni’s essay.</p>
	R 4/18	<p>Reading Response #8 due</p> <p>Discuss readings and revisions.</p> <p>Proposal Essay: group activity</p> <p><i>Homework:</i> Work on revising and editing Proposal Essay. Read “Argument and Persuasion in a Proposal” (479-481 in BBR) and Colleen Wenke’s “Too Much Pressure” (482-486 in BBR). Write a reading response for Wenke’s essay.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	T 4/23	<p>Reading Response #9 due Discuss reading. Final questions for Proposal Essay. Grammar and MLA Review <i>Homework:</i> Finish final draft of Proposal Essay.</p>
	R 4/25	<p>Final Draft of Proposal Essay due (staple rough draft on the back) How to write a literacy narrative: in-class-essay #4 Assign Final Assignment (Reflective Analysis, out-of-class essay#5). <i>Homework:</i> Read pg. 20-23, and 32 in CW. Read Judy Brady’s “I Want a Wife” (310-312 in BBR) and Christina Hoff Sommers’s “Men—It’s in Their Nature” (315-318). Write a reading response that compares and contrasts these two essays.</p>
15	T 4/30	<p>Reading Response #10 due Discuss readings. Questions/ Prep for Final Assignment and in-class essay <i>Homework:</i> Prep for last in-class essay, and work on rough draft of Final Assignment.</p>
	R 5/02	<p>In-Class Essay #4 (Literacy Narrative) Bring a blue book and pen to class. <i>Homework:</i> Finish rough draft of Final Assignment.</p>
16	T 5/07	<p>Rough Draft of Final Assignment due (bring 4 copies) Peer workshop of rough drafts <i>Homework:</i> Revise and finish final draft of Final Assignment.</p>
	R 5/09	<p>Final Assignment due (reflective analysis) Class Reading: Everyone will read a portion of their favorite essay to the class. Teaching Evaluations</p>

Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)