

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 2, 9, & 20 Fall 2014**

<b>Instructor:</b>	Inga Silva
<b>Office Location:</b>	FOB 224
<b>Telephone:</b>	408-924-4512
<b>Email:</b>	Inga.Silva@sjsu.edu
<b>Office Hours:</b>	MW 10:30 to 11:30 & by appointment
<b>Class Days/Time:</b>	MW 7:30 to 8:45, 9:00 to 10:15, & 12:00 to 1:15
<b>Classroom:</b>	Section 2:SH 348, Section 9:SH 348, & Section 20:Clark 316
<b>Prerequisites:</b>	EPT of 147 or higher, passage of LLD 1 or 2
<b>GE Category:</b>	Written Communication A2

**Faculty Web Page and MYSJSU Messaging**

You will be able to find most information on Canvas. Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/inga.silva> You are responsible for regularly checking with the messaging system through MySJSU.

**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, such as LLD 2.

**Course Goals and Student Learning Objectives**

**GE Learning Outcomes:**

**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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Student Learning Objectives for GE Area A2**

Students shall

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

### **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)  
<http://www.sjsu.edu/senate/docs/S07-2.pdf>
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## **Required Texts/Materials**

**SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online  
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

### **Other Textbooks**

Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing*. 12<sup>th</sup> ed.

Boston: Bedford/St. Martin's P, 2012.

Print ISBN: 13: 978-0-312-676841

### **Other Readings**

Sotomayor, Sonia. *My Beloved World*. New York: Vintage P, 2013

(All freshmen should have received a free copy of this.)

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

Jump drive to back up your work.

*Always back up your work.*

## **Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

## **Classroom Protocol**

- 1) We all come from different backgrounds. We will respect each other in this class.
- 2) I expect you to be on time. The quizzes are given in the first 5 minutes of class. I do not give make up quizzes.
- 3) Read the assignments before the date they are due. Ask questions in class.
- 4) If you are late, please enter the classroom quietly.
- 5) Bring your books to class. If you have an electronic version, it must either be on a laptop or tablet. No cell phone versions.

## **Some Important Details**

You must write every essay and SASE report to pass the class because they are designed to help you fulfill the objectives of the class. You cannot pass this class without

completion of every essay assigned and the SASE reports. If you do not hand in every essay, you will get an F for a grade regardless of grades during the semester. Late work will be accepted; however, you will only get partial credit. The only exception is a doctor's note handed in with the assignment. Rough drafts are mandatory. Peer editing is worth points. You do not get credit for peer editing unless you bring a draft of your own work. Rough drafts should be typed and at least 4 pages (this is used toward the 4000 word requirement for revision). We will do some revision on every out-of-class essay, especially essay 8. All essays should have the word count on the last page and be submitted to turnitin.com. Without a word count you will not get full credit.

**Turnitin.com**

**Password: Sotomayor**

8417008 for Section 2

8417069 for Section 9

8417082 for Section 20

**Important University policies F69-24 & S12-3**

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**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.

**This course must be passed with a C or better as a CSU graduation requirement.**

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

### Grade Breakdown

Essay	Percentage	Required Word Count	Maximum Points 1000 points
Diagnostic Essay #1 [SLO 4]	Mandatory		5 points (extra)
Essay #2 [SLO 3&4] Narrative-Description	5%	1500	50
Essay #3 [SLO 5] In-Class	5%	500+	50
Essay #4 [SLO 3] Out-of-Class	10%	1500	100
Essay #5 [SLO4] In-Class	5%	500+	100
Essay #6 [SLO3]	10%	1500	100
Essay #7 [SLO4 7 5]	10%	500 +	100
Essay #8 Revision Essay [SLO2]	10%	250 + revised work	100
Final Exam [SLO 5]	20%		200
Quizzes	10%		100 (10 each)
SASE Reports [SLO 4] Peer Editing [SLO2]	10%	1750 (250 each) (*7 total) 1000 words/4 pages typed	70 (10 each) 30 (10 each)
Presentation [SLO 5]	5%		50
Total	100%	8000 words	1000

### Point Value

A+ = 1000-970	A = 960-930	A- = 920-900
B+ = 890-870	B = 860-830	B- = 820-800
C+ = 790-770	C = 760-730	C- = 720-700
D+ = 690-670	D = 660-630	D- = 620-600
F = 590-0 Unsatisfactory		

Grading Rubric for in-class and out of class essays can be found at the same site as the syllabus.

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.

### **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 (Optional)**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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, Spring 2014, Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, & Deadlines Read ahead for each class & bring your books to class
1	8/25/14 Monday	Introduction to the class & to each other SASE Reports assigned [SLO4, & SLO5]
	8/27/14 Wednesday	<b>Diagnostic Exam (In Class Essay #1)</b> [SLO4] Bring a green exam book to class (available in bookstore), a pen that writes black, and a dictionary
2	9/1/14 Monday	Labor Day, No Class
	9/3/14 Wednesday	Read <i>Patterns</i> : Introduction: How to use this Book (focus on “What’s in a Name?” by Henry Louis Gates Jr.) pp. 1-9 [LO1] & Part One: The Writing Process, pp. 11-27 [LO2 & LO3]
3	9/8/2014 Monday	Read <i>Patterns</i> : “Narration,” pp. 97-108 [SLO 3], “Only Daughter,” by Sandra Cisneros, pp. 111-5 [SLO 3 & 4]; & “Pink Floyd Night School,” by Mark Edmundson, pp. 116-9 [SLO 1 & 3] Grammar: <i>Everyday Writer</i> , “Trouble Shooting,” “Fused (run-on) sentence,” & “Comma Splice” [LO5] <b>SASE Report #1 Due</b> [LO4] <b>Essay #2 Assigned Narrative Description</b> [L2, L4, L5]
	9/10/14 Wednesday	Read <i>Patterns</i> : “Invention,” pp. 29-47 “Thirty-Eight Who Saw Murder and Didn’t Call the Police,” by Martin Gansberg, pp. 127-132, [SLO 1] Also <b>QUIZ 1</b> We will work on our essays in class. Bring paper and pen. [SLO 2]
4	9/15/14 Monday	Read <i>Patterns</i> : “Shooting an Elephant,” by George Orwell, pp. 133-9, [SLO 1]; “Description,” pp. 151-169 [SLO 3]; & “Drafting and Revising,” pp. 65-79 (Focus on pp. 67, 72-3, & 76), [SLO 2] Bring <b>rough draft of essay 2 to class 3 typed pages.</b>
	9/17/2014 Wednesday	Read <i>Patterns</i> : “Ground Zero,” by Suzanne Berne, pp. 181-5 [SLO 1]; “The Storm,” by Kate Chopin, pp. 202-7 [SLO 1]; & “Editing and Proofreading,” pp. 81-93 [SLO2] Read <i>Everyday Writer</i> : “Revise Dangling Modifiers,” p. 384 & “Revise Misplaced modifiers,” p. 381 [SLO5] <b>Reminder Peer Editing Next Class Complete Rough Draft.</b> <b>QUIZ 2</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, &amp; Deadlines</b> <b>Read ahead for each class &amp; bring your books to class</b>
5	9/22/14 Monday	Read <i>Patterns</i> : “Exemplification,” pp. 211- 25 [focus on 211, 212-13 [SLO1]; & “Catbird Seat,” by David Birnbaum, pp. 228-231 [SLO 3], <b>Peer Editing Complete Draft Due (Must be typed) [SLO2]</b>
	9/24/14 Wednesday	Read <i>Patterns</i> : “The Myth of the Latin Woman: I Just Met a Girl Named Maria,” by Judith Ortiz Cofer, pp. 232-37 [SLO3] <b>Essay #2 Due [SL05]</b>
6	9/29/14 Monday	Read <i>Patterns</i> : “Just Walk On By: A Black Man Ponders His Power to Alter Public Space,” by Brent Staples, pp. 240-43 [SLO 1]; & “Why Looks Are the Last Bastion of Discrimination,” pp. 246-51 Read <i>Everyday Writer</i> : “Using Commas with items in a series.” pp. 45-6 <b>SASE #2 DUE [SLO3]</b> <b>QUIZ 3</b>
	10/1/2014 Wednesday	Bring Green Book to class, textbook, pen (black ink), and a dictionary. You may bring your notes. <b>Essay#3 In-Class Essay</b>
7	10/6/14 Monday	Read <i>Patterns</i> : “Process,” pp. 263-77 [SLO1]; “My First Conk,” by Malcolm X, pp. 281-4 [SLO 3]; “Getting Coffee is Hard to Do,” by Stanley Fish, pp. 286-9 [SLO3]; & “Avoiding Unnecessary Shifts,” pp. 268-9 [SLO5] <b>Pre-writing for in-class essay [SLO2]</b> <b>Essay #4 Assigned [SLO4]</b>
	10/8/2014 Wednesday	Read: <i>Patterns</i> : “Privatizing Executions,” pp. 298-300 [SLO 1] & “The Lottery,” by Shirley Jackson, pp. 311-7 [SLO 1] <b>SASE #3 DUE [SLO 3]</b>
8	10/13/14 Monday	Read <i>Patterns</i> : “Cause & Effect,” pp. 321-38 [SLO 3]; “Who Killed Benny Paret,” pp. 339-41 [SLO 1]; & “The Black Table Is Still There,” by Lawrence Otis Graham, pp. 349-51 [SLO1] <b>QUIZ #4</b>
	10/15/14 Wednesday	Read <i>Patterns</i> : “A Peaceful Woman Explains Why She Carries a Gun,” by Linda M. Hasselstrom, pp. 354-9 [SLO 1]; & “Why Vampires Never Die,” by Guillermo Del Toro and Chuck Hogan [SLO 1] <b>SASE #4 DUE</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, &amp; Deadlines</b> <b>Read ahead for each class &amp; bring your books to class</b>
9	10/20/14 Monday	<b>Rough Draft Due of Essay #4</b> <b>Peer Editing [SLO2]</b> Read <i>Patterns</i> : “Suicide Note,” by Janice Mirikitani, pp. 364-8 [SLO1]; & “Avoiding the Reason is Because,” pp. 331-2 [SLO 5]
	10/22/14 Wednesday	<b>Essay #4 Due [SLO 5]</b> Read <i>Patterns</i> : “Comparison and Contrast,” pp.371-89 [SLO3]; & “Grant and Lee: A Study n Contrasts,” by Bruce Catton, pp. 393-6 [SLO 1] Read: “ <i>Everyday Writer</i> , “Parallelism,” (Chapter 27), pp. 299-303 [SLO5]
10	10/27/14 Monday	Read <i>Patterns</i> : “Environmentalism as Religion,” by Paul H. Rubin, pp. 399-401 [SLO3]; & “Why Chinese Mothers Are Superior,” by Amy Chua, pp. 410-5 [SLO3] <b>QUIZ 5</b>
	10/29/14 Wednesday	Read <i>Patterns</i> : “I’m Your Teacher, Not Your Internet-Service Provider,” by Ellen Laird [SLO1]; & “Sex Lies, and Conversation,” by Deborah Tannen, pp. 423-7 [SLO1] <b>SASE #5 DUE</b>
11	11/3/14 Monday	Preparation for In-Class Essay #5 [SLO2] “College Pressures,” by William Zinsser, pp. 450-6 [SLO 3] Reminder need a greenbook next class
	11/5/14 Wednesday	<b>In-Class Essay #5 [SLO3]</b>
12	11/10/14 Monday	<b>Essay #6 Assigned</b> Read <i>Patterns</i> : “Definition,” pp. 489-500 [SLO3]; “I Want a Wife,” by Judy Brady, pp. 503-5 [SLO 1]; & “Company Man,” by Ellen Goodman [SLO 1] (please find this essay on the internet or Canvas, read it, and bring it to class) <b>SASE #6 DUE</b>
	11/12/14 Wednesday	Read <i>Patterns</i> : “Tortillas,” by Jose Antonio Burciaga, pp. 507-9 [SLO3]; “Fame-iness,” by Meghan Daum, pp. [SLO1]. 511-3; “Argumentation, pp. 525-37 [SLO3]; & Read: “Avoiding <i>is when &amp; is where</i> ” p.495 [SLO5] <b>QUIZ 6</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, &amp; Deadlines</b> <b>Read ahead for each class &amp; bring your books to class</b>
13	11/17/19 Monday	Read <i>Patterns</i> : “Argumentation,” pp. 550-78 [SLO3]; “Letter from Birmingham Jail,” by Martin Luther King, J.R., pp. 566-72 [SLO1]; & “Using Coordinating & Subordinating Conjunctions,” pp. 543-4 [SLO5] <b>Peer Editing of Essay #6</b>
	11/19/14 Wednesday	Essay #6 Due Read <i>Patterns</i> : Letter from Birmingham Jail,” by Martin Luther King, J.R., pp. 572-8, [SLO 3]; read the preface to “My Beloved World,” by Sonia Sotomayor. [SLO3] Read <i>Everyday Write</i> : “Fallacies,” pp. 151-5; & <i>Patterns</i> : “Recognizing Fallacies,” pp. 537-40 [SLO1] <b>SASE REPORT #7 DUE</b>
14	11/24/14 Monday	Read “My Beloved World,” by Sonia Sotomayor, pp. 1-129 [SLO 3] Group Assignments <b>QUIZ #7</b>
	11/26/14 Wednesday	In-class essay #7, Essay & Revision Essay #8 assigned [SLO 2 & 3]
	11/27/14 Thursday	Reminder: Thanksgiving campus closed
15	12/1/14 Monday	Read “My Beloved World,” by Sonia Sotomayor, pp. 129-257 [SLO3] <b>QUIZ #8</b>
	12/3/14 Wednesday	Read “My Beloved World,” by Sonia Sotomayor, pp. 257-385 [SLO3] <b>QUIZ #9</b>
16	12/8/14 Monday	Read “My Beloved World,” by Sonia Sotomayor [SLO3] Prep for presentations Prep for Final <b>FINAL QUIZ #10 [SLO 5]</b>
	12/10/14 Wednesday	Last Class: Presentations [SLO5] <b>ESSAY #8 DUE</b>
Final	12/12/14	SECTION 2: Bring yellow book, black ink pen, & dictionary

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, &amp; Deadlines</b> <b>Read ahead for each class &amp; bring your books to class</b>
Exam	Friday	7:15-9:30
Final Exam	12/16/14 Tuesday	SECTION 9: Bring yellow book, black ink pen, & dictionary 7:15-9:30
Final Exam	12/17/14 Wednesday	SECTION 20: Bring yellow book, black ink pen, & dictionary 9:45-12:00