

San Jose State University
English 1A – Composition
Fall 2014
Section 25

| | |
|------------------|--------------------------------|
| Instructor: | Mandana Mohsenzadegan |
| Office Location: | FO 214 |
| Email: | mandana.mohsenzadegan@sjsu.edu |
| Office Hours: | MW 1:45 – 2:45 |
| Class Day/Time: | MW 12:00– 1:15 |
| Classroom: | Boccardo Business Center 124 |

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: Passage of the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

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).

Course Content

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least three essays shall be written in class. English 1A classes require at least three out-of-class essays. How the 8000-word minimum will be met and distributed must be clearly indicated on greensheets.

Students shall receive frequent evaluation of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

Reading: Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences.

Research: English 1A may initiate students in the use of the library, but library research is not a required element of the course.

Diversity: Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

Tutoring: Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center.

Mandated Writing Center statement: “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: 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.”

Course Materials:

- Ballenger, Bruce. *The Curious Writer (Concise Edition)*. 4th Edition. Longman.
- Cohen, Samuel. *50 Essays: A Portable Anthology*. 4th Edition. Bedford.
- Lunsford, Andrea A. *The Everyday Writer*. 5th Edition. Bedford.
- A dictionary
- Four large green books for in-class essays
- Two yellow exam booklets for the final exam

Final Exam: Your final exam shall count 20 percent toward the course grade. Students must take the final exam in order to pass this course. **Final Exam Date: Wednesday, Dec 17th, 9:45 a.m.**

Student Learning Objectives (G.E. 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

Grading: A-F. This class must be passed with a C or higher to move on to CORE GE Area A2 and to satisfy the prerequisite for English 1B (C- is not acceptable for 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.

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

Turnitin.com: Students are required to submit all papers completed outside of class to www.turnitin.com no later than 24 hours after each paper is due. Any paper not submitted by this time will receive late credit or no credit, depending on the situation.

Grading Distribution:

| | |
|--|----------------------|
| Diagnostic essay (600 words) | Not graded |
| 2 In-Class essays (600 words each) | 15% total, 7.5% each |
| Rough Draft of Personal Essay | 5% |
| Rough Draft of Argumentative Paper | 5% |
| Rough Draft of Definition Essay | 5% |
| 3 Take-Home Essays (Variable word count) | 30% total, 10% each |
| Participation/Reading Response | 20% |
| Final Exam | 20% |

All take-home essays must be submitted in hard copy. No email submissions will be accepted. In-class essays will be completed in green books using a pen (no pencils). Final exam will be completed in yellow exam booklets. Participation will be graded based on contribution to class discussion, activities, and workshops, as well as written in-class assignments. Reading responses are well-thought out responses to the weekly readings assigned in your course schedule. There will be no extra credit available in this course.

Late Policy: Students are expected to submit all assignments on the date and time designated in the syllabus. Any essay turned in after class on its due date will receive an automatic reduction of one full grade (10%). Essays turned in after the week of instruction will not be accepted. Each student will be allowed to make up **one** in-class essay per semester with a 10% grade penalty. Other work done during class periods may not be made up.

Electronic Devices: All electronic devices must be turned off before entering the class. If cell phones and pagers ring in class, they will be taken away from the student for the class period. Exceptions will be made only with clearance from the Disability Resource Center.

English 1A Composition
Fall 2014 – Course Schedule

Note: This is a tentative schedule. Any changes will be notified in advance.

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------|---|
| 1 | Mon, 8/25 | Introduction, Student questionnaire. |
| | Wed, 8/27 | In-class Diagnostic Exam. (500 words) Cohen: Introduction: p. 1-10. “Superman and Me” – Sherman Alexie, p. 15. (LO 1, 2, 3, 4, 5) |
| 2 | Mon, 9/1 | Labor Day. Campus Closed. |
| | Wed, 9/3 | CW: Chapter 1, p. 3 -37. CW: Chapter 3, p.69-77, 84-101. (LO 1, 2, 4, 5) |
| 3 | Mon, 9/8 | CW: Chapter 2, p. 39-50. Cohen: “Learning to Read” – Malcolm X, p. 273. Prewriting exercise. (LO 1, 2, 3, 4) |
| | Wed, 9/10 | First Draft of First Take-Home Essay Due. (1400 words) Cohen: “Graduation” – Maya Angelou, p. 20. In-class writing activity. EW: Ch. 2, Expectations for College Writing.” (LO 1, 2, 4) |
| 4 | Mon, 9/15 | Cohen: “The Fourth of July” –Audre Lorde, p. 254. Prewriting exercise. (LO, 1, 2, 3, 4, 5) EW: Ch. 6, “Exploring Ideas” and 7a and 7b. Prewriting Exercise. (LO 1, 2, 4) CW: Chapter 2, 50 -67. |
| | Wed, 9/17 | Cohen: “The Crito.” – Plato (LO 1, 3, 4) |
| 5 | Mon, 9/22 | Cohen: “Letter from Birmingham Jail” – Martin Luther King, Jr., p. 203. Group writing activity. (LO 1, 3, 4) |
| | Wed, 9/24 | CW: Chapter 6, p.171-185, 194-212. Cohen: “A Modest Proposal.” – Jonathan Swift, p. 408. (LO 1, 2, 3, 4) |
| 6 | Mon, 9/29 | Final Draft of First Take-Home Essay Due. (1500 words) “The Cask of Amontillado.” (LO 1, 2, 3, 4, 5) |
| | Wed, 10/1 | EW: Read 10b, “Get the most from peer review.” Peer Review Workshop. (LO 1, 2, 3, 4, 5) In class: Summarize the feedback you received from your peer group. Explain two significant changes you will make in your revision and why. |
| 7 | Mon, 10/6 | Cohen: “The Ways We Lie” – Stephanie Ericsson, p. 159. “The Insufficiency of Honesty” – Stephen L. Carter. (LO 1, 2, 3, 4) |
| | Wed, 10/8 | Rough Draft of Second Take-Home Essay Due. (1400 words) CW: Chapter 10, p. 371 –389. Cohen: “Men, Women, Sex, and Darwin” – Natalie Angier (LO 1, 2, 3, 4) |

| | | |
|----|------------|---|
| 8 | Mon, 10/13 | CW: Chapter 10, p. 389 – 409. Cohen: “No Name Woman” – Maxine Hong Kingston, p. 227. (LO 1, 2, 3, 4) |
| | Wed, 10/15 | Cohen: “Declaration of Sentiments and Resolutions” – Elizabeth Cady Stanton, p. 390. CW: Chapter 7, p. 241-257. (LO 1, 2, 3, 4) |
| 9 | Mon, 10/20 | “‘Night to His Day’: The Social Construction of Gender” – Judith Lorber. (LO 1, 2, 4) |
| | Wed, 10/22 | “The Rites of Almost-Men: Binge Drinking, Fraternity Hazing, and the Elephant Walk” – Michael Kimmel (LO 1, 2, 4) |
| 10 | Mon, 10/27 | In-Class Essay. (600 words) (LO 1, 2, 3, 4, 5) |
| | Wed, 10/29 | Cohen: “Once More to the Lake” – E.B. White, p. 458. “The Ends of the World as We Know Them” – Jared Diamond, p. 98. Handout on how to write a descriptive essay. (LO 1, 2, 3, 4) |
| 11 | Mon, 11/3 | Second Take-Home Essay Due. (1500 words) “Where I Lived, and What I Lived For” – Henry David Thoreau. Handout on how to write a compare/contrast essay. (LO 1, 2, 3, 4) |
| | Wed, 11/5 | In-class critical thinking activity. (LO 1, 2, 3, 4) |
| 12 | Mon, 11/10 | In-Class Essay. (600 words) (LO 1, 2, 3, 4, 5) Peer Review Workshop. (LO 1, 2, 3, 4, 5) |
| | Wed, 11/12 | |
| 13 | Mon, 11/17 | Cohen: “The Myth of the Latin Woman: I Just Met a Girl Named Maria” – p. 103. (LO 1, 2, 4) EW: Ch. 14 |
| | Wed, 11/19 | “Notes of a Native Speaker” – Eric Liu. Prewriting Exercise. (LO 1, 2, 4) |
| 14 | Mon, 11/24 | First Draft of Third Take-Home Essay Due (1400 words). “Battle Royal” – Ralph Ellison. (LO 1, 3, 4) |
| | Wed, 11/26 | No Class. Happy Thanksgiving! |
| 15 | Mon, 12/1 | In-class activity: Writing a Review. CW: Chapter 4, p. 103-109. (LO 1, 2, 3, 4, 5) |
| | Wed, 12/3 | In-class critical thinking and writing activity (Prep for Final). (LO 1, 2, 3, 4) |
| 16 | Mon, 12/8 | In-class critical thinking and writing activity (Prep for Final). (LO 1, 2, 3, 4) |
| | Wed, 12/10 | Third Take-Home Essay Due (1500 words). Course Wrap-Up: Volunteer readings of strongest essays and discussion of personal growth. (LO 1, 2, 3, 4) |

