

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 31 & 32, Fall 2014

Instructor:	Kirstin Chen
Office Location:	FOB 105
Email:	kirstin.chen@sjsu.edu
Office Hours:	Mondays, 12:30-1:30 Section 31: M/W 1:30-2:45
Class Days/Time:	Section 32: M/W 3:00-4:15
Classroom:	Section 31: BBC 124 Section 32: BBC 121
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	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. Students will be introduced to citing sources.

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

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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)
- 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.macmillanhigher.com/techsupport>

***The Call to Write* by John Trimbur**

Print ISBN: 9781133311140 Available at the Spartan Bookstore

Other equipment / material requirements

Blue Books for in-class essays

Folder for in-class handouts

Binder paper or notebook for in-class writing assignments

Stapler for all assignments

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

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

Classroom Protocol

Attendance

Regular attendance is mandatory. It is very hard to do well in a writing course unless you are present and ready to participate in discussions, exercises, and workshops. If you must miss a class, be sure to communicate with a **classmate** to find out what you missed and to get copies of handouts.

You must come to class on time with all required materials. Chronic lateness or failure to have required materials will affect your grade.

Written Assignments

- All essays must follow standard MLA style as well as these guidelines:
- 12 pt. Times New Roman Font, double-spaced, 1-inch side margins, 1-inch top & bottom
- Each essay must meet the minimum length as specified by the assignment. The Works Cited page does not count for page length.
- Papers must be submitted in hard-copy form. E-mailed essays will not be accepted.
- Papers must be stapled with numbered pages according to MLA style.

Be advised: I DO NOT ACCEPT LATE WORK. All work, including essays, is due in class on the date assigned. If you are sick, it is your responsibility to get a friend to bring it to me in class or to place it in my mailbox **prior to the start of class**.

Electronics

Cell phones, laptops, and all electronic devices must be turned off and out of sight.

Plagiarism

At SJSU, plagiarism is defined as “the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.” Plagiarism is a serious academic infringement and can result in failure of the course or even dismissal from SJSU.

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students will complete **six** essays—3 in-class essays and 3 out-of-class essays—for a total of at least 8,000 words. Students will also complete a final group presentation in place of a final exam.

In-class Essay 1 (500 words) (SLO 1, 3, 5)	5%
Rhetorical Analysis (SLO 1–5)	15%
Working draft (1200 words)	
Final draft (1200 words)	
In-class essay 2 (500 words) (SLO 3, 5)	5%

Profile (SLO 2, 3, 5)	15%
Working draft (1200 words)	
Final draft (1200 words)	
In-class essay 3 (500 words) (SLO 1, 4, 5)	5%
Review (SLO 2–5)	15%
Working draft (1200 words)	
Final draft (1200 words)	
Final Group Presentations (SLO 2–5)	20%
Homework	10%
Participation	10%

In-class Essays

In-class essays must be completed in class on the day given and cannot be made up.

Participation

Participation is a key component of this class and an important part of your grade. It is rare that students who miss several classes pass the class. Show up prepared to actively engage in class activities. I encourage you to express your opinions during class discussions, even if they differ from those of the instructor or other students. Be sure to communicate respectfully to foster a learning environment that is comfortable for everyone.

University policy F69-24, “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.”

Readings

Readings listed in the syllabus must be read **before** the class date. A cursory reading will not suffice—students are expected to carefully read and annotate the assigned text. Students who have not read the material or are unable to comment on the assigned readings will receive a low participation grade.

Final Assignment: Reflective Analysis Group Project

Instead of a final exam, you will complete a group project with members of your class. At the end of the semester, you and your group members will perform and present a critical reflection. Think of it as a scientific study of your progress as writers over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process, so make sure you hold on to all working drafts, final drafts and peer review notes.

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.

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area A3 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.

Letter Grade	Grade Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.00
F	0.0

- The “**A**” essay will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from grammatical, mechanical, and usage errors.
- The “**B**” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The “**C**” essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.
- The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage

errors that render some sentences incomprehensible.

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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, Fall 2014, Course Schedule

*Subject to change with advance notice from me given in class and by follow-up email.
Check your email daily.*

Week One:

Mon 8/25 Introduction and Course Guidelines
Reflecting on Your Writing
Analyzing Literacy Events

Weds 8/27 Reading: John Trimbur, *The Call to Write*, p 19-21, 23-24
In-class Essay 1: Literacy Narrative

Week Two:

Mon 9/1 NO CLASS—LABOR DAY

Weds 9/3 Reading: John Trimbur, *The Call to Write*, p 38-42
Robert Cohen's Sentence Exercise
Analyzing the Rhetorical Situation

Week Three:

Mon 9/8 Reading: Andrea Lunsford, *The Everyday Writer*, The Basics of MLA, p 457-463
Introduction to Close Reading
Crafting an Appropriate Rhetorical Stance
In-class Exercise: Rhetorical Stance, CTW p 49-50
MLA Overview

Weds 9/10 Reading: John Trimbur, *The Call to Write*, p 55-60
Analyzing the Rhetorical Situation
Introduction to the Rhetorical Analysis Essay

Week Four:

Mon 9/15 Reading: Sample Student Essay (Handout)
Overview of Peer Review

Weds 9/17 In-class reading: **Ann Lamott**, “Shitty First Drafts” (Handout)
Peer Review Workshop
Due in Class: Rhetorical Analysis Essay Working Draft (2 Copies)

Week Five:

Mon 9/22 **Andrea Lunsford**, *The Everyday Writer*, Reviewing and Revising, p 104-116
Revision Overview

Weds 9/24 Reading: **Amy O’Leary**, “The Woman with 1 Billion Clicks, Jenna Marbles”
(Handout)
Introduction to Magazine Profiles: Choosing your Audience
Finding a Subject / Developing Your Topic
Due in Class: Rhetorical Analysis Essay Final Draft

Week Six:

Mon 9/29 Reading: **William Zinsser**, “Writing About People: The Interview” (Handout)
Field Research and Interviewing
Due in Class: Magazine Audience Analysis

Weds 10/1 Using General and Specific Language Effectively
Bring Everyday Writer to Class
Due in Class: Fieldwork Notes, with Cover Letter

Week Seven:

Mon 10/6 Reading: **David Foster Wallace**, “Consider the Lobster” (Handout)
Query Letters

Weds 10/8 In-class Essay 2: Query Letter

Week Eight:

Mon 10/13 Reading: William Zinsser, “The Lead and the Ending”
In-class Workshop: Leads

Weds 10/15 Reading: Sample Student Paper (Handout)
Overview of Peer Review
Extra-credit opportunity: Hand In Profile Working Draft Early

Week Nine:

Mon 10/20 Peer Review
Due in Class: Profile Working Draft (2 Copies)

Weds 10/22 Individual Conferences
Bring Peer-reviewed Draft to Class

Week Ten:

Mon 10/27 Reading: **John Trimbur**, *The Call to Write*, p 344-347
Introduction to Reviews
Due in Class: Profile Final Draft

Weds 10/29 Reading: John Trimbur, *The Call to Write*, p 352-353, 355-357
In-class Essay 3 (**Bring CTW to class.**)

Week Eleven:

Mon 11/3 Reading: William Gibaldi, “Here if You Need Me: ‘Inside’ and ‘Signs and Wonders,’ by Alix Ohlin” (Handout)
Ethics of Review Writing
Identifying and Assessing Criteria

Weds 11/5 Reading: Two Reviews of *Igby Goes Down* (Handout)
Film Viewing: *Igby Goes Down*

Week Twelve:

Mon 11/10 Film Viewing: *Igby Goes Down*
Due in Class: Assessing What You Know (CTW, p 367)

Weds 11/12 Reading: John Trimbur, *The Call to Write*, “What is Plagiarism” p 436-439
Planning Your Working Draft
Writing Meaningful Endings
Avoiding Plagiarism
Due in Class: Identifying Criteria (CTW, p 368)

Week Thirteen:

Mon 11/17 Reading: Sample Student Essay (Handout)
Check-in and Troubleshooting

Weds 11/19 Overview of Peer Review
Due in Class: Review Working Draft (2 Copies)

Week Fourteen:

Mon 11/24 Peer Review
Bring Review Working Draft (1 Copy) to Class

Weds 11/26 Introduction to Reflective Analysis Group Project
Due in Class: Review Final Draft

Week Fifteen:

Mon 12/1 Reflecting on Your Writing
Bring all completed essays and peer review notes to class.

Weds 12/3 Analyzing Your Writing as a Group
Due in Class: Individual Process Analysis

Week Sixteen:

Mon 12/8 Reading: John Trimbur, *The Call to Write*, 533-537 and 541-547
Crafting an Effective Oral Presentation
Due in Class: Group Process Analysis

Weds 12/10 Group Work

Week Seventeen: Final Exam Week – Group Presentations

Section 31: Tues 12/16, 12:15-2:30

Section 32: Thurs 12/18, 12:15-2:30