

San José State University Department of English and Comparative Literature  
English 1A, Composition 1 (GE: Written Communication A2)  
Fall, 2014

Instructor: Ted Shank  
Office Location: FO 118  
Telephone: (408)-924-4579  
Email: Ted.shank@sjsu.edu  
Office Hours: M/W 10:00-11:00 and by appointment  
Class Days/Time:  
Section 46: F. 9:30-12:15 BBC 123

**Prerequisites:**

EPT of 147 or higher, passage of LLD 1 or 2

**Required Texts/Readings**

- \* Kirszner and Mandell. Patterns for College Writing. 12<sup>th</sup> Ed. ISBN: 13: 978-0-312-69958-1
- \* Lunsford, Andrea. The Everyday Writer. 5<sup>th</sup> Ed. ISBN 978-1-4576-1266-4
- \* Additional readings will be distributed in class.

**Additional materials**

- Dictionary
- 3 ring binder w/ paper.
- 3 large blue, yellow, or green composition books. These can be purchased at the Spartan Bookstore or other locations around campus

**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.

**College-Level Composition**

While the development of college-level composition skills are important to our study, it is imperative to emphasize that such skills are only relevant to the content which they express and explore. Our goal this semester, in all that we do, from reading responses, to discussions, exercises, and essays, is to find and explore new ideas and insights about ourselves, and the world around us. College-level composition demands an exploration of the text, to self, to world mode of thinking and reflection. Therefore, our essays will be, on one level, personal in that they will be based on your experiences and observations; however, the essays will also be social and cultural as you-the writer- seek to connect your experiences to themes, concepts, ideas, and insights that transcend the "I" and enter the realm of the "us," the "we." What this all means is that I feel that my job as a college composition instructor is to foster the development of consciousness.

**Course Goals**

English 1A will cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable of college-level writer and reader of English.

## Student Learning Objectives

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.

## CONTENT

1. Diversity: Issues of diversity shall be incorporated in an appropriate manner.
2. 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. ENGL 1A classes require at least three out-of-class essays.

## Classroom Protocol

Participation is preparation and it is an inseparable component to learning. To participate means that you prepare and craft all out-of-class essays in conjunction with our in-class exercises and discussions. To participate means that you read all essays closely and carefully, and that you complete all reading responses—before you come to class. To participate means that you are on time and ready to work when class starts. To participate means that you make significant effort to respond to, process, and share insights to questions posed in class. To participate means that you take notes and complete all in-class exercises. To participate means that all of your actions work to create a distraction-free, safe, positive, and comfortable learning environment. To participate means that you adhere to all deadlines and due dates. To participate means that you maintain focus and effort for the duration of our class meeting. Finally, to participate means that you maintain this degree of intensity for the duration of the semester. The above criteria is my expectation for college-level learning, and you must make the decision and commitment to work in this fashion. However, you must make the decision, now and every day for the rest of the semester, to participate and succeed.

Note: Please use common sense when it comes to your personal electronic devices. You cannot fully participate in our class if you are engaging in any form of communication that deters, even momentarily, you from the task at hand. Notice that in the above discussion of participation does not leave room for texting and/or communication with or through an electronic device.

## Assignments and Grading Policy

Grading: A-F. This class must be passed with a C (75%) 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. There is a total 1000 points possible, which follow the traditional percentage breakdown

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

## Assignments (1,000 possible points)

• Out-of-Class Essays (SLO 1,2,3,4) : Out-of-class essays 1 and 2: 200 points each. Throughout the course of the semester, you will compose 4 out-of-class essays. Essays will focus on different rhetorical modes, all leading to argumentation and persuasion. Our last essay will be a reflective essay. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. In addition, for each essay, you will attend a peer-response workshop, which requires you to have a completed, formatted rough draft of your essay. Failure to have a completed draft for the workshop results in a 25 point deduction from the final draft of your essay. All 4 out-of-class essays must be completed –and turned in on time–in order to be eligible to receive a passing score in the class. All out-of-class essays can be revised as many times as needed, possible, and/or wanted before their scheduled due dates.

• In-class essays (SLO 1,2,3,4): 3 total ; in-class essays 1 and 2: 50 points each. The first in-class essay is for diagnostic purposes only, and thus ungraded. After we compose our diagnostic in-class essay, we will compose two additional in-class essays. Each essay will focus on a specific skill set and will utilize elements we have been working on with our out-of-class essays as well. Furthermore, these essays will become part of our thinking and preparation for out-of-class essay #3. You will be given a rubric to help determine how to approach these essays , and we will have some specific in-class preparation.

• Reading Responses (SLO4): 10 @ 10 points each. For 10 of the essays we will read this semester, you will compose a reading response. Reading responses are due in class immediately after they are discussed/used. The responses are designed to get you thinking about the reading before you come to class, strengthening your ability to complete the exercises for the day. If your response demonstrates care and concern for the task, it is worth full credit. If it shows a lack of care and concern, it is worth no points. I will help you better understand the expectations, but for now think of each response as about 30-40 minutes of thinking and writing. Reading responses will be between 1-2 pages, typed, and single spaced. Late or hand-written responses will not be accepted.

• Course Binder : 100 points. Throughout the course of the session, you will be keeping and developing a course binder consisting of all in-class exercises. You will be numbering, dating, and keeping these exercises in your course binder. Keeping up your course binder is your responsibility. I strongly advise you to revise and clarify each exercise outside of class. Not only is this a good study habit, but it will help you process and retain what we have been working on, very important during summer session. See your schedule for when your binder is due.

• Letter of Introduction : 25 points. Very early in the semester, you will be assigned a letter in which you will introduce yourself to your instructor. Of course, this assignment is to allow me to get to know you a bit, but it is also a chance for me to get to know your out-of-class writing a bit. If you do this assignment and meet the simple requirements outlined on the assignment sheet, you will earn 25 points. However, I want you to craft and compose what you consider to be your best sentence and paragraph level writing at this time. In addition, this assignment is part of how I assess the strengths and weaknesses of the class as a whole.

• Mandatory Departmental English IA Writing Portfolio (SLO 1,2,3,4): 200 points. The English Department requires that all English IA students complete a writing portfolio consisting of one revised out-of-class essay and an out-of-class essay reflecting on the development of learning and understanding throughout the course of the semester. While our first two out-of-class essays are independent writing tasks, each of these assignments are also designed to prepare you for this important writing portfolio. Our out-of-class essay #3 will be submitted as your first portfolio essay, and we will be discussing and referring to the reflective essay throughout the semester. These portfolios are assessed by a team of instructors from the English Department. We will be discussing assessment criteria and procedures in class. Please refer to your schedule for the due date of your portfolio. Students who do not complete the portfolio are not eligible to past the course.

- In-class final: 50 points. While we do not meet during finals week, we do have a final, of sorts. Designed to be a review, reflection, and evaluation of our semester, it still has a point value, and, therefore, it will be based on certain content from the semester. We have two class meetings scheduled to prepare for this end-of-semester task, which will include instructions, approaches, and assessment.

•*Everyday Writer readings and exercises*. I will be referring to Everyday Writer at various times of the semester, and we have one class meeting early in the semester during which you are required to bring this text. While we do not have specific point-based assignments from this text, learning to use and incorporate a handbook into the writing process is part of our class.

### Late Work Policy

Out-of-class essays #1 and #2 have a one class meeting grace period, meaning that, if something happens, you can turn in the essay at the beginning of the next class meeting for no point deduction. After that time, the essay will not be accepted. Remember, all 4 essays must be turned in on time, meaning between the due date and the grace period. There is no exception to this policy, regardless of validity or severity. Out-of-class essays #3 and #4 have no grace period and cannot be turned in late. In-class essays can be made up during office hours up to one week after the initial date, if prior arrangement of at least two class meetings is made. Reading responses cannot be turned in late. To repeat, there are no exceptions to any aspect of this policy, regardless of validity or severity. If you prepare and treat due dates as serious commitments, this will not be a problem for you. If you know that you will be missing a due date, you are can turn work in early. **I DO NOT ACCEPT ELECTRONIC SUBMISSIONS OF ANY WORK PRODUCED FOR THIS CLASS.**

### Promptness

While attendance does not carry a direct point value connected to your grade, there is a direct correlation between promptness, attending class sessions, and your success. There will be something of value either due or to be done on nearly every day of class, much of which cannot be made up. Not only will your score suffer if you do not attend class, but it is impossible to learn and develop if you are not on time, in class, and actively engaging and participating in the material.

### 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### Additional Information 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

### Fall 2014 Schedule of Due Dates and Assignments

Dates and assignments are subject to change according to our class needs. You will be notified in class if any changes are made. You will also receive email notification if there are any changes to this schedule. Please note that when our schedule says to “read” material, this means before you come to class.

#### Week One

*Friday, August 29*

\* Course introduction/syllabus overview

\*Letter of Introduction assigned

- \* Diagnostic in-class essay

### Week Two

*Friday, September 5*

- \* Introductory exercises: Becoming writers
- \* English 1A Writing Portfolio introduced
- \* Letter of Introduction due

### Week Three

*Friday, September 12*

- \* Read, “The Dog Ate My Disc and Other Tales of Woe” (Patterns 460-465)
- \* Reading Response #1 Due
- \* Basic writing terminology reviewed and defined
- \* Note: Bring Everyday Writer or have access to Everyday Writer for this session.

- \* Out-of-class essay #1 assigned
- \* Read “Narration” (Patterns 97-108)
- \* Invention exercises: Generating Questions

### Week Four

*Friday, September 19*

- \* Lesson and Exercises: Importance of detail and analysis part 1
- \* Read, “My First Conk” (Patterns 281-285)
- \* Reading Response # 2 due

Lesson and Exercises: Importance of detail and analysis part 2

- \* Read, “Only Daughter” (Patterns 111-115)
- \* Reading Response #3 due
- \* Thesis discussion and exercise

### Week Five

*Friday, September 26*

- \* Lesson and Exercises: Creation of Purpose
- \* Read, “My Mother Never Worked” (Patterns 121-125)
- \* Read, “38 Who Saw Murder Didn’t Call Police” (Patterns 127-132)
- \* Reading Responses 4 and 5 due

- \* Peer-Response Workshop #1: Complete formatted draft of out-of-class essay #1 must be present in class

### Week Six

*Friday, October 3*

- \* Final Draft of out-of-class essay #1 Due
- \* Out-of-class essay #2 assigned
- \* Read “Description” (Patterns 151-169)
- \* Sample descriptive paragraph analysis

- \* Lesson and Exercises: Connecting sensory description, dominant impression, and larger subject
- \* Read, “Breakfast” (handout)
- \* Reading Response #6 due

### Week Seven

*Friday, October 10*

- \* Lesson and Exercises: Understanding and using descriptive viewpoint
- \* Read, "Ground Zero" (Patterns 182-187)
- \* Reading Response #7 due
  
- \* Lesson and Exercises: Repetition, emphasis, and larger subject
- \* Read, "Once More to the Lake" (Patterns 194-201)
- \* Reading Response #8 due
- \* Today's session will also incorporate a lesson on paragraph coherence
- \* Today's session will also outline instructions for Monday's out-of-class essay #2 collaboration session.

### Week Eight

*Friday, October 17*

- \* Preparation for in-class essay #1
- \* Out-of-class essay #2 collaboration sessions
  
- \* Compose in-class essay #1
- \* Must have a large green or yellow composition book, blue or black ink for your in-class essay. You may only use a paper dictionary.

### Week Nine

*Friday, October 24*

- \* Peer-Response Workshop #2: Complete formatted draft of essay #2 must be present in class
  
- \* Final draft of out-of-class essay #2 due
- \* Discuss and Evaluate in-class essay #1
- \* Prepare for in-class essay #2

### Week Ten

*Friday, October 31*

- \* Final draft of out-of-class essay #2 due
- \* Compose in-class essay #2
- \* Must have a large green or yellow composition book, blue or black ink for your in-class essay. You may only use a paper dictionary.
  
- \* Discuss and evaluate in-class essay #2
- \* Introduction to out-of-class essay #3, the first component of your English 1A writing portfolio
- \* Note: In-class essays 1 and 2, the topics and our evaluations, will merge with out-of-class essay #3 at this point.
- \* Preparation for next Friday's reading

### Week Eleven

*Friday, November 7*

- \* Read, "Argumentation" (Patterns 525-550)
- \* Introduction to/Review of rhetorical appeals
  
- \* Lesson and Exercises: "Letter from Birmingham Jail" comprehension
- \* Read, "Letter from Birmingham Jail" (Patterns 566-581)
- \* Reading Response #9 due

### Week Twelve

*Friday, November 14*

- \* Reflective Essay reminders/updates
- \* Lesson and Exercises: Understanding and using rhetorical appeals
- \* We will continue using “Letter from Birmingham Jail” for this exercise.

- \*Lesson and Exercises: Range of examples and developing refutation
- \* Read, “Just Walk on By” (Patterns 240-245)
- \* Reading Response #10 due
- \* Today, we will also sign up for next week’s writing conferences and explain the turn in procedure for your draft of out-of-class essay #3

### Week Thirteen

*Friday, November 21*

- \* Peer-Response Workshop #3: Complete formatted draft due in class
- \* End-of-semester details concerning course binder, English 1A writing portfolio, and out in-class “final” distributed and discussed

### Week Fourteen

*Friday, November 28*

- \* “Restructured Holiday”/Thanksgiving: No Class

### Week Fifteen

*Friday, December 5*

- \* English 1A Writing Portfolio due: Reflective essay and out-of-class essay #3
- \* Course Binder due
- \* Prepare for in-class “final”
  
- \*Compose in-class “final”
- \*End-of-semester details discussed and clarified