

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A Section 53, Fall 2014**

**Course and Contact Information**

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<b>Office Hours:</b>	T/TH 12:00 pm-1:00 pm (or by appointment)
<b>Class Days/Time:</b>	T/TH 9:00 am-10:15 am
<b>Classroom:</b>	BBC 121
<b>Prerequisites:</b>	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
<b>GE/SJSU Studies Category:</b>	Written communication A2

**GE A2 Course Description**

Written Communication 1 cultivates 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 college-level writer and reader of English.

**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.

**Course Goals**

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).

### **GE Learning Objectives (GELO)**

GELO 1: Students will demonstrate the ability to read actively and rhetorically.

GELO 2: Students will 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.

GELO 3: Students will articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

GELO 4: Students will demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

GELO 5: Students will demonstrate college-level language use, clarity, and grammatical proficiency in writing.

### **Policies**

Please be familiar with the following information at  
<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA policy)
- Adding and dropping classes
- Grading policy

### **Required Texts**

#### **Textbooks**

- Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. NY: Norton, 2013. ISBN# 978-0393919462.
- Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: Norton, 2013. ISBN# 978-0393919561 .
- *The Everyday Writer* by Andrea A. Lunsford

\*Note: *The Norton Sampler* and *Field Guide* can be purchased from the Spartan bookstore as a discounted bundle. Package ISBN: 978-0-393-51704-0.

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

- Green books for in-class essays
- Note book or loose leaf paper for journal entries
- College-level dictionary
- Computer access is a must, as we will be using Canvas (<http://www.sjsu.edu/at/ec/canvas/>) to access class documents and to submit writing assignments.

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 hours (at 3 hours per unit per week, a 3 unit class would account for 9 hours 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 [www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

### **Reading: GELO 1**

English 1A is a reading intensive course. To be able to write, we have to be able to read. The reading assignments are therefore crucial to this class. Keep up with the assigned reading as most discussions and in-class work will center on them. Daily readings will include essays from the *Norton Sampler*, selections from the *Norton Field Guide*, as well as occasional supplementary materials.

### **Writing**

Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. There is an 8,000 word minimum requirement for passing this class, 4,000 of which will be in revised form. In order to receive a passing grade for the course all writing assignments must be completed.

Writing assignments consist of both out of class and in-class essay exams, as well as various class exercises.

### **Out of class essays: GELO 1-5**

There are three major out-of-class essays: personal narrative, comparison/contrast, and argumentative.

- 1,200-1,500 words (roughly five pages).  
All essays must be typed, times new roman, 12-point font, double-spaced, 1-inch margins, and meet MLA format. See *The Everyday Writer* or the OWL guide (<https://owl.english.purdue.edu/owl/resource/747/01/>) for help.
- In this class, the writing process is just as important as the final product. Therefore, we will place a great deal of emphasis on revision. For the out-of-class essays, you will submit a hard copy of your first draft to me. I will return first drafts with comments, but will not grade them. I will not accept a final draft without a first draft.

- Peer review
  - To emphasize the importance of analytic reading, revision, and process, we will have several peer review workshops. For the out-of-class essays (excluding the personal narrative), we will workshop a first draft in groups of 4-6. Before the workshop class, exchange your first draft (you can do this via email, canvas message, or hard copy—it is up to your group to decide) with the others in your group. You are required to read all of the essays in your group and fill out the comment worksheets provided so everyone gets a chance to discuss and work on their drafts. Come to the workshop with your own draft to work from and comments for others in your group. I will collect comments as part of your grade. I will not accept your final draft without a workshopped first draft. **Attendance during workshop days is mandatory!**
- Final drafts are to be submitted electronically on Canvas.

### **In-class essays: GELO 2-5**

There are four in class essays: ungraded diagnostic, description, definition, and process analysis.

- 650 words written neatly in blue or black ink in a green book during one class period (75 minutes).
- Topics will be discussed and prepared for in advance, but I will give you specific prompts at the time of the exam.
- If you must be absent on an essay exam day, I will allow you to make up the exam **within one week**. Please let me know you will be absent in advance in order set up a make-up time (most likely during my office hours). I will allow only **one** make up exam so use this chance wisely! If you miss more than one essay exam, you will not be able to make it up.

### **Final project: GELO 1-5**

In lieu of a final exam, there will be a final portfolio project, which will be a collection of all of your polished essays, a revision of your best in-class essay, as well as a final reflection letter on your writing process. On final exam day, we will meet to present and discuss your final projects.

### **Participation**

Points are to be earned for participating, not just showing up to the classroom. I will collect in-class work such as comments during peer workshops and journal writing.

### **Reading Responses: GELO 1, 2, 4, 5**

In order to spark discussion and thought about the daily readings and topics, we will have presentations about the assigned essays in the *Norton Sampler*. Twice during the semester, you will be required to write a 250-word response to one of the assigned readings and briefly (5-10 minutes) present your thoughts concerning the piece to the class. I will pass out sign-up sheets for response days, in which you will choose the essay you wish to present. The critical-reading questions that accompany the essays offer some excellent thought provoking prompts; I strongly recommend choosing one or two of these questions from which to base your response.

### **Journals:**

We will begin most classes with 5-10 minutes of free journal writing. I will offer journal topics, if needed. This is an excellent brainstorming activity, therefore; it would be smart to use this time for class related business. However, I will not read or grade what you write, so feel free to use this writing time for whatever you wish. I will only collect your journal entries to check that you have written something.

### **Quizzes:**

We will have three quizzes on MLA formatting, citation, and grammar. Quizzes will be brief and somewhat informal. I may also give pop quizzes as needed.

### **Classroom protocol**

- In English 1A, you will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups. Be respectful and supportive of your classmates during discussion and class activities. All members of the class should be able to feel comfortable and safe to explore various modes of communication.
- Come to class on time. If you must leave class early, let me know beforehand. Do not simply pack up and leave in the middle of class time.
- Participate and be engaged in class discussion. This is the most important part of being in class! I expect you to contribute to discussion, listen respectfully to others, take notes, and come to class with **readings and assignments completed**. If you are not prepared or do not wish to be in class, then do not come. It is a waste of time and is disrespectful to those who are prepared and engaged. You will not receive participation points for being in class without doing the work.
- Absolutely **no cell phones** or other unauthorized devices. It is extremely distracting and unnecessary. If you are using a device during class, you will lose the day's participation points. If it becomes a chronic problem, I may ask you to leave class.
- Regular attendance is paramount in your success of this course. Everyone has to miss class occasionally, but absences **will** affect your performance. You are responsible for missed classes. Unless it is to let me know if you need to miss an exam or workshop, do not contact me about missed classes. Talk to your classmates about what you missed and be familiar with the schedule.
- Do not be a stranger! If you have questions about assignments, need help, or simply want to talk I am available! Please, come during my office hours or make an appointment with me. Seriously, do it. It works! It is the best! Although I have my own classes to attend in the evening, I am on campus all day Tuesdays, Wednesdays, and Thursdays. If my office hours do not work for you let me know and we can schedule an appointment. Email me in the morning, and I can meet you in the afternoon. I am very flexible about meeting times; however, I commute from Oakland (via public transportation no less) so keep in mind that it is not easy for me to get to campus quickly. **Visiting during office hours is the best way to discuss assignments, grades, and various other questions.** Email is second best, of which I am very good at responding. Please do not ambush me with questions about your grade or assignments when I am getting ready for class. You will not receive the attention or solution you are looking for and it will delay the start of class.

**Late Policy:**

I will accept your out-of-class essays **up to one week** after the due date, at a significantly reduced grade. For each calendar day that your essay is late, it will be graded down one-half a letter grade. For example, an "A" quality paper turned in one week late will receive no higher than a "C" and a "C" quality essay will most likely receive an "F". I will not accept late essays after one week and I will not accept anything other than essays. I will not accept late response papers, journal entries, etc. In extenuating circumstances, contact me **before** the due date so we can plan accordingly.

**Religious Holiday Accommodations:**

Let me know **as soon as possible** if you will be missing any exams or workshops due to religious holidays not observed on SJSU's academic calendar.

Please be familiar with SJSU policy on religious holiday accommodations here:

<http://www.sjsu.edu/senate/docs/S14-7.pdf>

**Grades and points**

**Note: Students must receive a C grade or better to pass English 1A.**

In-class Essays (4 x 650=2,600 words)	20%	(200 points)
Out-of-class Essays (3 x 1200=3,600 words)	45%	(450 points)
Participation, Quizzes, Response Papers, Journal Entries (800 words)	20%	(200 points)
Final Portfolio (1,000 words)	15%	(150 points)

**Point Breakdown:**

You can earn up to 1,000 points in this course.

A (93%-100%) = 930-1,000 points	C (73%-76%) = 730-769 points
A- (90%-92%) = 900-929 points	C- (70%-72%) = 700-729 points
B+ (87%-89%) = 870-899 points	D+ (67%-69%) = 670-699 points
B (83%-86%) = 830-869 points	D (63%-66%) = 630-669 points
B- (80%-82%) = 800-829 points	D- (60%-62%) = 600-629 points
C+ (77%-79%) = 770-799 points	F (0%-59%) = 0-599 points

**English Department Grading Policy: (found at <http://www.sjsu.edu/english/comp/policy/index.html>)**

English 1A: 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. A grade of C- means you must repeat English 1A and receive a C or better before taking English 1B. **If you enroll in 1B without receiving a C or higher in 1A, you will be dropped from the course before the semester begins.**

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

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 construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of 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 describable 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 weakness 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 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 usage errors that render some sentences incomprehensible.

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.

The Department of English reaffirms its commitment to the differential grading scale as defined in the [SJSU Catalog](#). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure.

### **Resources:**

I highly recommend taking full advantage to all of the following resources:

## Student Technology Resources

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.

### 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

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 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 Section 53, Fall 2014 Course Schedule

\*Schedule subject to change with fair notice

Week	Date	Tuesday	Thursday
1	Aug 26-28	Introduction to the class, syllabus overview, discussion	<a href="#">Essay exam #1</a> : ungraded

Week	Date	Tuesday	Thursday
		of diagnostic essay	diagnostic Bring green book, blue or black pen, dictionary <b>Reading Response sign-up</b>
2	Sep 2-4	<b>Topic: Audience and Purpose:</b> FG: 3-15 <b>Reading Strategies:</b> FG: 16-23 FG: 396-414 <b>Writing Paragraphs:</b> NS: 42-58 <b>Beginnings and Endings:</b> FG: 299-311 <b>Brainstorming:</b> FG: 259-68 NS: King, "I Have a Dream" 634-639 NS: Swift, "A Modest Proposal" 612-622	<b>Topic: Narratives</b> NS: 123-133 <b>Assessing Your Own Writing:</b> FG: 269-286 NS: Dillard, "From Holy the Firm" 3-7, "How I Wrote the Moth Essay—and Why" 8-15 NS: Barker, "But Two Negatives Equal a Positive" 135-142 <b>Assign essay #1: personal narrative</b>
3	Sep 9-11	<b>Topic: Narratives</b> <b>Dialogue:</b> FG: 376-386 <b>Narrating:</b> FG: 387-395 NS: Kingsolver, "In Case You Ever Want to go Home Again" 143-147 NS: Julavits, "Turning Japanese" 155-160 NS: Li, "Orange Crush" 161-166	<b>Topic: Narratives</b> NS: Mebane, "The Back of the Bus" 167-175 NS: Barry, "The Sanctuary of School" 177-183 NS: Beller, "The Ashen Guy" 149-154
4	Sep 16-18	<b>Topic: Narratives</b> NS: Wu, "Homeward Bound" 206-210 NS: Horton, "Metal Memorials" 211-215 NS: Sedaris "Laugh, Kookaburra" 227-237 <b>Grammar Lesson</b>	<b>Topic: Description</b> FG: 367-381 <b>Preparing for essay exams:</b> FG: 414-418 NS: Welte, "Bracken County, Northern Kentucky" 73-78 NS: Crenshaw "Storm Country" 79-84 <b>First draft of narrative essay due</b>
5	Sep 23-25	<b>Topic: Description</b> NS: 59-70 NS: Doyle, "Joyas Voladoras" 85-89 NS: McDonald "AView from	<b>Topic: Description</b> <b>Workshop training day</b> NS: Hodgman, "No Wonder They Call Me a Bitch" 106-113 NS: White "Once More to the

Week	Date	Tuesday	Thursday
		the Bridge" 90-95 NS: Steinbach, "The Miss Dennis School of Writing" 96- 104	Lake" 114-121 <b>Narrative essay due</b>
6	Sep 30-Oct 2	<b>Essay exam #2: description</b>	<b>Topic: Compare/Contrast</b> NS: 353-362 NS: Treadway, "Football vs. Asian Studies" 365-367 NS: Jacoby, "Watching Oprah from Behind the Veil" 368-372 NS: Catton, "Grant and Lee: A Study in Contrasts" 373-381 <b>Assign essay #2: compare/contrast</b>
7	Oct 7-9	<b>Topic: Compare/Contrast</b> FG: 348-354 NS: Soto, "Like Mexicans" 390-396 NS: Tannen, "Gender in the Classroom" 397-405 NS: Cohen, "The Meaning of Life" 406-411	<b>Compare/Contrast essay workshop, 1st draft due</b>
8	Oct 14-16	<b>Topic: Definition</b> FG: 356-366 NS: 412-429 NS: Collard, "City of Big Shoulders" 423-426 NS: Barry, "Guys vs. Men" 427-435 NS: Barrientos, "Se Habla Espanol" 437-441	<b>Topic: Definition:</b> NS: Kothari, "If You Are What You Eat, Then What Am I?" 442-448 NS: Horner, "The Extraordinary Characteristics of Dyslexia" 454-458 NS: Rose, "Blue-Collar Brilliance" 459-470 <b>Grammar Lesson</b> <b>Compare/contrast essay due</b>
9	Oct 21-23	<b>Essay Exam #3: Definition</b>	<b>Topic: Argument:</b> FG: 323- 341 <b>Thesis statements and proposals</b> Addison "Two Years Better than Four" 535-538 NS: Montgomery, "The Island

Week	Date	Tuesday	Thursday
			of Plenty" 539-544 <b>Assign essay #3: argumentative</b>
10	Oct 28-30	<b>Topic: Argument</b> <b>Research:</b> FG: 432-474 NS: White and Arp, "Should Batman Kill the Joker?" 545-549 NS: Huffington, "Empathy" 550-557 Zinczenko, "Don't Blame the Eater" (Canvas)	<b>Topic: Argument</b> <b>Acknowledging Sources:</b> FG: 475-483 <b>MLA:</b> FG:484 NS: Pinker, "Mind Over Mass Media" 559-562 NS: Carr "Hal and Me" 563-569 <b>Proposals due</b>
11	Nov 4-6	<b>Topic: Argument</b> NS: 517-531 NS: Lunsford, "Our Semi-Literate Youth" 570-576 Graff, "Hidden Intellectualism" (Canvas) <b>Grammar Lesson</b> <b>Citation Quiz</b>	<b>Argumentation essay workshop, 1st draft due</b> <b>Works cited page due</b>
12	Nov 11-13	<b>Topic: Argument</b> NS: Rosenberg, "Let Stars Get Paid" 578-583 NS: Posnanski, "College Athletes Should Not Be Paid" 584-590 NS: Pappano, "How Big-Time Sports Ate College Life" 591-60 <b>MLA Quiz</b>	<b>Topic: Process Analysis</b> FG: 382-386 NS: Walden, "Chasing Loons" 305-315 NS: Katz, "How Boys Become Men" 316-321 <b>Argumentation essay due</b>
13	Nov 18-20	<b>Topic: Process Analysis</b> NS: 292-304 NS: Weiss, "How to get out of a Locked Trunk" 333-341 NS: Penenberg and Barry, "The Pizza Plot" 342-351 Vonnegut, "How to Write with Style" (Canvas) <b>Grammar Lesson</b>	<b>Veterans Day- no class meeting</b>
14	Nov 25-27	<b>Topic: Process Analysis</b> NS: Goodman, "So, You Want to be a Writer? Here's How." 322-326	<b>Thanksgiving-no class meeting</b>

<b>Week</b>	<b>Date</b>	<b>Tuesday</b>	<b>Thursday</b>
		NS: Skinner, "Some Stepping Stones to Writing a Poem" 327-332 Douglass, "Learning to Read and Write" (Canvas) <b>Grammar Quiz</b>	
15	Dec 2-4	<b>Essay exam #4: Process Analysis</b>	<b>Topic: final projects</b> <b>Work Day</b> <b>In class conferences</b>
16	Dec 9-11	<b>Last class meeting</b> <b>Final portfolio presentations and workshop</b>	<b>Final portfolio due Dec 15</b>