

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 57, Fall 2014**

**Instructor:** Jeffrey Heid  
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**Office Hours:** TBA (and by appointment)  
**Class Days/Time:** Tuesday/Thursday 1:30-2:45pm  
**Classroom:** Sweeney Hall 414  
**Prerequisites:** EPT of 147 or higher, passage of LLD 1 or 2  
**GE Category:** Written Communication A2

### **Faculty Web Page and MYSJSU Messaging**

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/firstname.lastname> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

### **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. 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.

### **ENGL 1A Course Outcomes (CLO)**

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).

## **GE Learning Outcomes (GELO)**

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

GELO 2: Students shall 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 shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

GELO 4: Students shall 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 shall demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

## **Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **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](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: You can find 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.macmillanhighered.com/techsupport>
- Lunsford, Andrea, et al. *Everyone's An Author*. New York: Norton, 2012.
  - ISBN: 978-0393932119 – Available at the Spartan Bookstore
- Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. NY: Norton, 2013.
  - ISBN: 978-0393919462 – Available at the Spartan Bookstore

## Other Equipment / Material Requirements

- Multiple green books for in-class essays
- Loose leaf paper for in-class work (to be turned in)
- College-level dictionary

## 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 and Course Content

### Diversity

SJSU studies include an emphasis on diversity. Thus, you will be reading articles from writers of different ethnicities, gender, socioeconomic class, and ideologies.

### Reading

This is a writing course, and reading will be assigned daily. The reading is a crucial component of the class, as you must read effective writing to become an effective writer. Reading must be completed by the beginning of each class session, and *all* discussions and assignments will be based in some way upon our reading material. It will be impossible to be a successful student in this course if you neglect to complete the daily reading.

## Class Work, Participation, and Homework

You will complete daily work in class that goes toward your participation score. Presentations, group work, minor papers, and reading responses will also factor into this portion of the course grade. You will not be able to complete in-class assignments if you do not attend class daily, come on time, and stay for the full class period. **Absences and/or tardiness will affect your PARTICIPATION grade.** In addition, class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

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.”

**Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your cell phone (this especially includes text messaging—I do see you!).** This behavior is both rude and unprofessional. Laptop computers and tablets are also forbidden during class time unless you have a documented need for a computer as a note-taking tool.

## Turnitin.com & Hardcopy Submissions

We will be using turnitin.com, and you will have to submit major writing assignments to this website. **You will also be required to submit hard copies of your major writing assignments.** I do not print out essays for students. If you cannot make it to class, I will accept an email submission as evidence of the assignment’s completion; however, you are still responsible for turning in a hardcopy at the next class meeting you attend. I respond to all email submissions. If you do not get a reply from me within 12hrs, you must assume I did not receive it. **Lost email submissions are not valid excuses for late or missing assignments.** You will still be held responsible.

## 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>.

### Essays

You will complete a total of eight essays for this class: four in-class essays, and four out-of-class essays, for **a total of 8000 required words, 4000 of which must be in revised form.** Each of the three out-of-class essays must go through at least one revision.

<u>Essay #</u>	<u>Word Count</u>	<u>GELO</u>
• In-Class Essay #1: Diagnostic	650	5
• Revised Essay #2: Narrative	1200	2-5

- In-Class Essay #3: Description                      650                      1-3, 5
- Revised Essay #4: Compare/Contrast              1200                      1-5
- In-Class Essay #5: Definition                      650                      1-3, 5
- Revised Essay #6: Argumentation                1500                      1-5
- In-Class Essay #7: Self-Reflection                650                      1-3, 5
- Final Portfolio #8: Self-Reflection                TBA                      1-5

### Quizzes

There will be several announced quizzes as noted on the class schedule. I also reserve the right to give pop quizzes, which will test your completion and comprehension of the required reading assignments.

### Grammar Presentations

You will be assigned groups for grammar presentations in the early part of the semester. Each group will conduct a 5-10 minute lesson on a grammar topic, including both instructional material and a quiz. Groups can select grammar topics from a list I will provide in the third week of class. (GELO 4)

### Final Portfolio Essay

The final portfolio essay will be an extension and revision of your final in-class essay. For this assignment you will be expected to critically analyze and reflect upon yourself and your growth as a writer throughout the semester.

### Grading Breakdown and Policies

**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.**

### Grading Breakdown

Final Portfolio Essay	20%	(200 points)
In-class Essays (3 x 650 words)	20%	(200 points)
(Diagnostic is ungraded)		
Out-of-class Essays (3 x 1200-1500 words)	45%	(450 points)
Class Work, Participation, Quizzes, and Homework	15%	(150 points)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

**930-1,000 points = A (93%-100%)**

**900-929 points = A- (90%-92.9%)**

**870-899 points = B+ (87%-89.9%)**

**830-869 points = B (83%-86.9%)**

**800-829 points = B- (80%-82.9%)**

**770-799 points = C+ (77%-79.9%)**

**730-769 points = C (73%-76.9%)**

**700-729 points = C- (70%-72.9%)**

**670-699 points = D+ (67%-69.9%)**

**630-669 points = D (63%-66.9%)**

**600-629 points = D- (60%-62.9%)**

**0-599 points = F (0%-59.9%)**

**Again, absences and/or tardiness will affect your grade.** Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

## University Policies

### 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.

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 (optional)



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

Schedule is subject to change with fair notice both in-class and through email.

Schedule Key: *Everyone's an Author* (EA); *The Norton Sampler* (Sampler)

Week	Date (Due On)	Topics, Readings, Assignments, Deadlines
1	T: August 26  Th: August 28	Introductions, syllabus review, grammar diagnostic, discussion of diagnostic essay.  <b>Essay #1 (In-Class Diagnostic; 650 words)</b> Bring blue book, pen, and dictionary.
2	T: September 2  Th: September 4	EA: "Moving from Social Media to Academic Writing" 526-537; Sampler: "Identifying Common Patterns" 16-17, "Learning from the Essays" 20-23  <b>Assign Essay #2 (Out-of-class Narrative; 1,200 words)</b> EA: "Writing a Narrative" 101-117; Sampler: "Orange Crush" 161-166
3	T: September 9  Th: September 11	EA: "The Need for Rhetoric and Writing" 1-17, "Rhetorical Situations" 18-23 Assign groups for grammar presentations  <b>Draft of Essay#2 Due</b> EA: "Writing Processes" 24-28, "Writing a Narrative / A Roadmap" 122-127; Sampler: "Turning Japanese" 155-160
4	T: September 16  Th: September 18	Sampler: "Writing Paragraphs" 42-58, "The Ashen Guy" 149-154  <b>Revision of Essay 2 Due (Out-of-class Narrative)</b> EA: "MLA Style" 407-462 MLA Review (GELO 4)
5	T: September 23  Th: September 25	MLA Format and Citation Quiz (GELO 4) EA: "What's Your Style?" 515-225; Sampler: "English Is a Crazy Language" 216-221  Sampler: "Description" 59-70, "No Wonder They Call Me a Bitch" 106-113 Grammar Presentations 1, 2, 3

Week	Date (Due On)	Topics, Readings, Assignments, Deadlines
6	T: September 30  Th: October 2	Sampler: "Bracken County, Northern Kentucky" 72-78, "Storm Country" 79-84  <b>Essay #3 (In-class Description; 650 words)</b>
7	T: October 7  Th: October 9	<b>Assign Essay #4 (Out-of-class Comparison and Contrast; 1,200 words)</b> Sampler: "Comparison and Contrast" 353-362, "Football vs. Asian Studies" 364-367; EA: "Comparison / Contrast" 308-310  Sampler: "Gender In the Classroom" 397-405, "The Meaning of Life" 406-411 Grammar Presentations 4, 5, 6
8	T: October 14  Th: October 16	<b>Draft of Essay #4 Due</b> EA: "Learning How to Critique" 663; Sampler: "Watching Oprah from Behind the Veil" 368-372, "Chapels" 382-389  Essay #4 Workshop (Out-of-class Comparison and Contrast)
9	T: October 21  Th: October 23	<b>Revision of Essay #4 DUE (Out-of-class Comparison and Contrast)</b> <b>Assign Essay #6 (Out-of-class Argumentation 1,500 words)</b> EA: "The Role of Argument" 269-274; Sampler: "Should Batman Kill the Joker?" 545-549  EA: "Finding Sources, Considering Research Methods" 337-361; Sampler: "Definition" 412-420, "Guys vs. Men" 427-435, "If You Are What You Eat, Then What Am I?" 442-448
10	T: October 28  Th: October 30	EA: "This is Where I Stand: Arguing a Position" 61-78, "Work Is a Blessing" 79-80; Sampler: "Redefining Definition" 449-453  <b>Essay #5 (In-class Definition; 650 words)</b>
11	T: November 4  Th: November 6	<b>Draft of Essay #6 Due</b> In-Class Debate. Sampler: "Is Google Making Us Stupid?" 558, "Mind Over Mass Media" 559-562, "Hal and Me" 563-569, "Our Semi-Literate Youth? Not So Fast" 570-576  Visual Argument In-Class Activity Grammar Presentations 7, 8, 9

Week	Date (Due On)	Topics, Readings, Assignments, Deadlines
12	T: November 11 Th: November 13	NO CLASS – Veteran’s Day Essay #6 Workshop (Out-of-class Argumentation)
13	T: November 18 Th: November 20	<b>Revision of Essay #6 DUE (Out-of-class Argumentation)</b> Sampler: “Classification” 238-246, “The Color of Success” 247-252, “Mother Tongue” 253-261 Sampler: “Process Analysis” 292-303, “How Boys Become Men” 316-321, “So You Want to Be a Writer? Here’s How” 322-326
14	T: November 25 Th: November 27	EA: “Assembling a Portfolio” 645-652; Sampler: “Second Inaugural Address” 623-626 Grammar Presentations 10, 11, 12 NO CLASS – Thanksgiving Holiday
15	T: December 2 Th: December 4	<b>Essay #7 (In-class Self-reflection Essay; 650 words)</b> <b>Essay #8 Assigned (Final Portfolio Essay; 1500 words)</b> Sampler: “Reading as a Writer” 1-2, “From Holy The Firm” 2-7, “How I Wrote the Moth Essay – and Why” 8-16
16	T: December 9 Th: December 11	Essay #8 Workshop (Final Portfolio Essay) NO CLASSES – Study/Conference Day
Final Exam	W: December 17 @ 12:15pm - 2:30	<b>Essay #8 DUE (Final Portfolio Essay) – MUST COME TO FINAL TO HAND IN PORTFOLIO</b> Self-Reflection Discussion

### Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran’s Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)

Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)