

**Just what you want to know today--
English 1a, Fall 2014: Sections 59 and 70**

Instructor:	Linda Lappin (you can just call me Professor)
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Office Hours:	Tues/Thurs 10-12, by appointment after 3pm
Class Days/Time:	Tuesday-Thursday <u>Section 59</u> from Noon to 1:15 <u>Section 70</u> from 1:30 to 2:45
Classroom:	Section 59 in SH 413 Section 70 in BBC 120
GE/SJSU Studies Category:	Written Communication A2

This handout includes

1. Basic information about the course—the full syllabus and all assignment sheets are posted in Canvas. With the proposed schedule—which can, and occasionally does change due to the pace of the class and student needs.(6)
2. The first assignment sheet (1)
3. The issues sheet (1)
4. A handout about Cornell notes (2 pages)
5. A campus map (1)
6. And the contract you fill out and turn in on the first day (1)
12 pages is enough for now!

The basics

Required Texts/Readings

These are available online, and there are some at the Spartan and Roberts bookstores: Though the college has required another grammar reference book—specifically bound for SJSU, I find that book too hard to use. So I have asked that you use this book:

- Dana Ferris, *Language Power* Bedford/St. Martin's (2014) available on Amazon, if not in the bookstore. Also on hold in the reference section of the library.

Other Readings

Most other readings are in the Module area in Canvas and there will be handouts.

Other equipment / material requirements

- Journal—the composition notebook style, for daily work and reading notes
- Computer with internet access (for using Canvas and other assignments)
- Printer—keep lots of ink!(**printer problems not accepted**)
- Composition notebook and binder paper for class work (you must keep your handouts, returned essays, and other coursework organized)

— All essays must be turned in to Canvas in **MS word**.

Student Learning Objectives:

These 5 areas of writing expertise are what your essays will be evaluated on your ability to:

SLO 1: Read actively and rhetorically

SLO 2: Perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 3: Express (explain, analyze, develop, and criticize) ideas effectively.

SLO 4: Use grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 5: Write for different audiences.

Assignments and Grading Policy

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.

Grades will be assigned by percentage of all work required

A = 100-93%	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, SLO's, points

Essays and Revisions = 75% of your grade for this course

Essays	SLO	purpose	count	points
Essay 1	2-4	A diagnostic essay to determine your prior ability to summarize, analyze, and use English grammar.	500	15
Essay 2a	1-5	An essay synthesizing your first article and one you choose as your second article	1250	100
Essay 2b	2-4	A revision based on conference and peer reviews	1250	125
Essay 3a	1-4	summarize, explain, analyze and synthesize your research	1500	150
Essay 3b	2-4	Revised per suggestions, adding new research as required	1750	225
Essay 4	(TBA)	In class essay testing one SLO	250	10
Portfolio	2-4	Cover Annotated table of contents, and essay worksheets	250	50
E5-Reflection	1-4	Reflection of writing process	1250	100

Non Essay work (SLO 1-5) = 25% of your grade for this course

Journal	(SLO 1-3)	with	points
J1	Class notes, quizzes, pre-work on E2	E2	25
J2	Class notes, quizzes, pre-work on E3	E3	25
Presentations	(SLO 1-5)		
P1	Your education (interesting visuals and discussion)	E2	35
P2	Fashion industry(informative visuals and discussion)	E3	35
Quizzes	(SLO 1)		
Q1	Transition orientation (in canvas)		10
Q2	On reading well		20
Q3	On writing well		20
Q4	Purpose of writing		10
Participation	In class discussion, group work, peer reviews, etc		70
		total	250

TOTAL POINTS (approx) POSSIBLE 1000

Course Schedule—May be revised

some changes are usually necessary to adjust for the pace of the class—**this is not set in stone**

Week	Day/	Activities, homework
1	26-Aug	Intros, Course overview, and contract <u>Homework: Essay 1 Pre-work</u> , read the prompt: outline key points
	28-Aug	NOT in regular Classroom—in IS 134 — Essay 1 —Written from pre-work Submitting to Canvas <u>Homework:</u> Read Orientation in Transitions and take notes in your journal—take quiz in Canvas
2	2-Sep	Groups set up and Group contract designed Chapter 1 discussion—example of instruction <u>Homework:</u> Read your article, take notes in your journal
	4-Sep	Lecture: purpose of intro and thesis Thesis writing exercises, prework on introduction <u>Homework:</u> Read chapter posted in canvas on Reading Well , take notes in your journal and take quiz in canvas Type your introduction-thesis; write the topic sentences for the body paragraphs print out and bring to class next Tuesday

3	9-Sep	Peer review E2 Introduction and thesis, topic sentences (typed) Summary and paraphrasing workshop Workshop—thesis to topic sentences in each paragraph Write topic sentences in journal for each paragraph/point <u>Homework:</u> Revise intro, write body paragraphs
	11-Sep	<i>Essay 1 Returned</i> Workshop—for issue identification and using Language Power tutorials Lecture and workshop on writing annotated bibliography Peer review of essay so far (with secondary group) Lecture-workshop on conclusions: purpose and issues <u>Homework:</u> Complete Essay 2a, print for class next Tuesday
4	16-Sep	Peer review of essay with primary group Make revision notes in your journal Homework: review Reading well , for class discussion on Thurs
	18-Sep	Reading well Editing workshop E2 Due in Canvas by Friday Night, Journal turned in (J2)
5	23-Sep	Discussion of Reading well Discussion about second article for E2b—synthesis <u>Homework:</u> Read Writing Well and take quiz in Canvas
	25-Sep	Writing well, discussion More work with articles <u>Homework:</u> Fill out issues sheet when your E2a assessment is posted Bring article outline and ideas for essay 2b
Week 6 C O N F E R E N C E S	Tues 30-Sep	E2 a returned—in <i>individual conference</i> , Room _____ Journals collected (J1) <u>Homework:</u> <i>Revise E2 per conference notes with new article points discussed.</i> Add E2a to annotated table of contents. Begin writing E2b—including article
	Weds Oct 1	
	Thurs Oct 2	
	Fri Oct 3	
7	7-Oct	<i>Journals returned</i> E2b —peer review with secondary group Discussion of organization and new conclusion Presentation work <u>Homework:</u> <i>Revise E2b per peer notes</i>
	9-Oct	Presentations

8	14-Oct	Presentations Essay 3a assignment discussion <u>Homework: E2b due Friday night</u>
	16-Oct	IS 134 –Essay 3a—fashion <u>Homework</u> —read article about teen fashion. Choose an subject of fashion to focus on (a kind of clothing, shoes, or industry)
9	21-Oct	New groups for Essay 3 project. Read each other’s essay 3a—critique and share thoughts Homework: find out about your topic—begin research
	23-Oct	Discuss individual topics for members of the new group. <u>HW</u> : complete research and bring to conference (NOTE: fill out issue sheet for Essay 3a when your assessment is posted in Canvas)
10 Con- ference	28-Oct	
	Weds Oct 29	<i>E3a Returned—in individual conference, Room_____</i> <i>Discuss direction of E3b.</i>
	30-Oct	<i>Journal collected (J2)</i> <u>Homework</u> : revise essay 3 per conference
	Friday Oct 31	
11	Nov 4	<i>Journals Returned</i> E3b peer review preliminary draft Presentation work <u>HW</u> : finish E3b per peer and conference work Read final online chapter and answer questions in Canvas (whole point of writing).
	Nov 6	<i>Discussion, the Whole point of writing</i> Further work on E3b—as needed Presentation work <u>HW</u> . Complete Essay 3b, finish presentation
12	11-Nov	Veterans Day—campus closed 🇺🇸
	13-Nov	Presentations Discuss E3b issues <u>HW: turn in Essay 3b by Friday night</u>
13	18-Nov	Presentations Annotated Bibliography work <u>HW</u> : type up completed annotated TOC
	20-Nov	Final Essay assignment—reflection Review annotated TOC <u>Homework: E3b due Friday night in Canvas</u>

14	25-Nov	TBA <u>HW</u> : respond to Course review questions in canvas
	27-Nov	 Thanks Giving —Gluttony is encouraged
15	3-Dec	E3b returned online —fill out issues sheet and bring to class. Annotation work, discussion of issues sheet going forward. <u>HW</u> : Finish annotated TOC
	5-Dec	Review annotated TOC Reflection essay discussion, free-writes <u>Homework</u> : finish TOC, and E4
16	9-Dec	Reflection essay peer review Portfolio discussion HW : collect materials for Portfolio and staple together.
	11-Dec	Portfolio due in class (with cover, TOC, and issues sheets) End of class party 😊 And E5 Due in Canvas by Friday night

Essay 1—assignment sheet

Essay 1 –where we begin

This essay lets me know what you know about close reading, summary, analysis, and critique. Because it is an essay, I also see how well you know grammar and punctuation (etc) based on this 2 to 3 page draft. This is our starting point.

Point Value: 15

Reading

The handout and this assignment are given to you before we meet in IS 134 to write the essay. Three of the 5 papers you will write in this class must be (at least in part) in-class essays. The room we meet in for this writing assignment is a computer room—so the assignment will be written on computers and submitted in MSWord to Canvas.

Writing

Your essay is both a response to the article and an analysis of your educational experience by comparison.

- Describe what you understand about the article—who the author is and what the key points are. Conclude this opening paragraph with thesis that leads into your analysis of the key points.
- Examine each key point for what it means to you—how you think the ideas have affected your life or may affect it.
- And what you think can or should be done about any issues you’ve discovered—and why the issue matters.

Format

- A. The paper must be double spaced, times new roman 12 point font, with 1” margins left and right.
- B. Header—must have your name and the auto number (page)
- C. Heading must provide:

your name

class section

essay number

- D. Add a title after you have written the paper—**do not use the title of the article.**

Evaluation

The student **learning objectives** will be used to evaluate all your work in this class, including this essay. Students shall write complete essays that demonstrate the ability to:

SLO	description	points
1	Demonstrate the ability to read actively and rhetorically (see SLO 3)	*
2	Perform effectively the essential steps in the writing process. (prewriting, organizing, composing , revising, and editing)	5
3	Express ideas effectively (explain, analyze , develop, and criticize).	5
4	Use correct grammar at a college level of sophistication. (syntax, mechanics , and citation of sources)	5
5	Write for different audiences. (peers and instructor)	*

* For the purposes of this essay—only SLO 2, 3, and 4 will be critiqued.

Essay response

Review the **highlighted** issue in your paper and identify from the **table** below what the issue is. Make a check mark (✓) in the table and **put the code** next to the highlighted issue in your paper. **Bring with you to the conference.**

Code	Description	Tutorial pg	✓	Instructor note
VT	Verb tense (time) is incorrect	19		
VF	Verb phrase format is incorrect	24		
Pass	Passive voice is misused	11		
WF	Wrong word form (part of speech)			
Art	Article is missing, unnecessary, or incorrect	14		
PI	Noun plural marker is missing, unnecessary, or incorrect	23		
Agr	Subject-Verb do not agree (single/plural form)	22		
Prep	Wrong preposition	20		
WW	Wrong word (meaning is incorrect for this sentence)	12		
WC	Word choice (too formal/informal or otherwise inappropriate)	13		
Com	Comma missing or unnecessary	15		
AP	Apostrophe (') missing or unnecessary	16		
Punct	Punctuation error: semicolon, colon, quotation marks)	17		
Pro	Pronoun use unclear or incorrect	18		
Ss	Wordy, awkward sentence structure	10		
CP	Clutter Phrase—see list	List		
RO	Run-on Sentence (sentences incorrectly joined)	21		
CS	Comma splice (2 sentences joined with comma only—more is needed)	21		
Frag	Sentence fragment (incomplete)	21		

Notes

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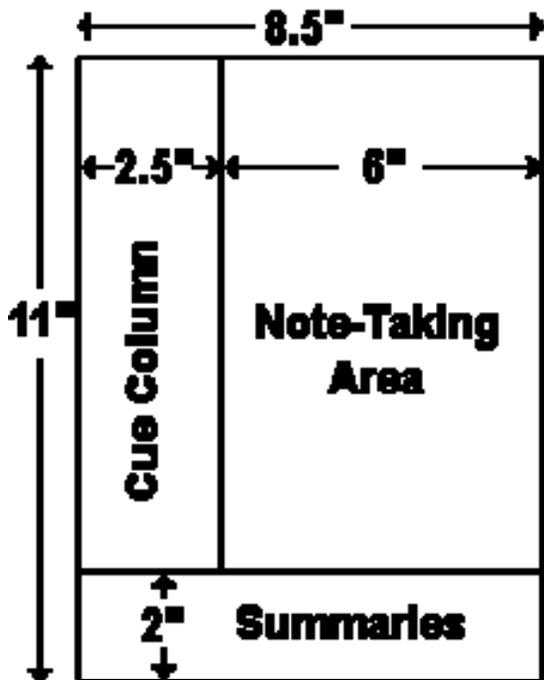
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The Cornell System for Note-Taking

There is no one right way to take notes in class. One effective note-taking system is called The Cornell System, which was designed by Walter Pauk, emeritus, at Cornell University. To use this system you will need a large loose-leaf notebook. This allows you to insert class handouts, rearrange notes easily, or remove notes to spread them out and study. To learn more about this note-taking framework read Chapter 5 in Pauk's book, *How to Study in College, 5th Edition*.

Page Layout

The distinguishing feature of the Cornell system is the layout of the page on which you take your notes. The page layout includes large margins on the left and bottom of the page. A picture of this layout (not to scale), with dimensions, is shown below.



Cue (Recall) Column

The space to the left of the vertical margin should be reserved for a cue (or recall) column. You should not write in this area during the lecture, while you are taking notes. The cue column is not created until you review your notes (which, ideally, you do as soon after the lecture as possible, and certainly before the next lecture). As you study the material in your notes, you should devise questions which the notes answer (think "Jeopardy"). These questions are the "cues" that should be written in the cue column. By writing questions, you are forced to think about the lecture material in a way that clarifies meaning, reveals relationships, establishes continuity, strengthens memory, and attempts to predict test and exam items.

The Summaries

The area below the horizontal margin near the bottom of the page should be reserved for a summary of the notes on that page. A summary is brief -- at most, only a few sentences. The page summary provides a concise review of the important material on the page. More importantly, in writing a summary, you are forced to view the material in a way that allows you to see how it all fits together, in a general sense. The summary should be written in your own words... helping you to **own** the information.

Note-Taking Area

The space to the right of the vertical margin is where you actually record your notes during the lecture. Pick a note-taking format with which you are comfortable -- there are no hard-and-fast rules for this aspect of the Cornell system. However, you should not attempt to transcribe verbatim every word spoken by the instructor. It is usually not difficult to separate

The Cornell System for Note-Taking

the essential material from the non-essential. For instance, if information is written on the blackboard, it is probably important enough to include in your notes. To avoid missing information during the lecture, you should develop a system of abbreviations you understand, and you should write in telegraphic sentences (where you only include enough words to carry the essential meaning) or similar shorthand that is often used in cell phone text messages. As you take notes, realize that your emphasis should be on the key ideas, rather than the actual words used to convey those ideas.

Sample notes

	<i>Climate classification, January 30</i>
	<i>I. System of climate classification</i>
<i>Koppen</i>	<i>A. Invented by Vladimir Koppen, botanist. Saw biological activities as function of climatic characteristics</i>
<i>What did he do? Why imp.?</i>	<i>B. created climograph: displays mo'y temp. & precip. on 1 graph</i>
<i>Define climograph. How do you calculate problem?</i>	<i>C. main concern was make it simple: rel'ship between potential evap and amt. of mois. rec'd at any geo. location</i>
<i>Give example</i>	
	<i>II. Arctic climates: ET & EF. E avg. mo'y temp. <50</i>
<i>List & define E climates</i>	<i>ET: avg. temp. warmst mo 50F & <32F</i>
<i>Characteristics ET? EF?</i>	<i>*tundra or continental subarctic</i>
	<i>EF: avg. temp. in warmst mo. <32F</i>
	<i>*ice cap or arctic</i>
<i>Define Humid Dry Boundary</i>	<i>III. Humid Dry Boundary</i>
<i>How is HBD calculated?</i>	<i>A. Marks maj. diff. between humid & dry climate regime</i>
<i>Example?</i>	<i>B. Must know how boundary calculated</i>
<p>Summary: <i>Koppen was a botanist who invented a system of climate classification. He believed that characteristics of climate determined biological activities such as ????. To classify climates, he developed the climograph, which displays variables of mo'y temp. and precip. We are looking at the relationship between potential evaporation and amt. of moisture received at a particular geographic location. E-type climates are locations where avg. mo. temps are less than 50. Precip. is rec'd, but comes as snow. ET climates are tundra or continental subarctic. Warmest mo. = temps of 50-32F. EF climates are ice cap or arctic. Warmest mo. = below 32F.</i></p>	

FO 105

San José State University main campus



4th 📍

----San Salvador Street---

10th 📍

Intentionally blank—use it for notes if you like

