

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 75, Fall 2014

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Office Hours:	TR 10:30-11:30
Class Days/Time:	Tuesday/Thursday 12:00 – 1:15 pm
Classroom:	Engineering Building, Room 327
GE/SJSU Studies 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.

Learning Outcomes and Course Goals

Course Goals

Courses should 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 style that the student is a capable college-level writer and reader of English.

GE Learning Outcomes

Student Learning Outcomes (A2)

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

SLO 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.

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

SLO 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.

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

In addition, students will be able to demonstrate college-level proficiency in 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 (prewriting, organizing, composing, revising, 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 essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Content

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- 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 perform well in timed writing situations, at least three essays shall be written in class. English 1A classes require at least three out-of-class essays.
- Reading. Reading for the course will be extensive and intensive. It shall include useful models of writing for academic, general, and special audiences.

Required Texts/Readings

Textbooks

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W.W. Norton & Co., 2013.

Lundsford, Andrea, Lisa Ede, Beverly J. Moss, Carole Clark Papper, and Keith Walters, eds. *Everyone's An Author*. New York: W.W. Norton and Company, 2013.

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lundford

Print ISBN: 9781457667121

Electronic ISBN: 9781457633423

Other Readings: In addition to sections from the required texts, you will be asked to read the first part of E.M. Forster's *The Machine Stops*. The reading can be found at: <http://archive.ncsa.illinois.edu/prajlich/forster.html>

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 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>.

Assignments

Please note that this course will be taught under the theme of “technology and the individual.” Assignments are designed to enhance your writing and reading skills, but also to place the experience of writing in the context of a quickly evolving digital age. You will be asked to think about the possible effects – both positive and negative – of the internet, text messages and social media on you as an individual and student. While the emphasis of this class will be on traditional forms of academic writing, we will also explore alternate types of communication through a multimodal group project and final writing experience.

Writing

For this course students will be required to write a minimum of 8,000 words. There will be three out-of-class essays, three in-class essays, one multimodal group project, as well as regular reading responses and a “final experience” designed to help students meet this requirement.

Out-of-class Essays

The three out-of-class essays, in draft form, are to be handed in at the beginning of class on the given due dates. Please make sure that all essays are typed and meet the required word count (see “word counts and point values” below); this will make it easier for me to supply helpful feedback and for you to start your revisions. For each type of essay there will be appropriate homework and reading assignments throughout the semester. Because a primary aim of this course is to develop skills in all stages of the writing process: prewriting, organizing, writing, revising and editing, drafts will not be graded. That being said, the more you put into their drafts, the more you will benefit from revising. Drafts are to be turned in on the dates given in the course schedule. Please allow 1-2 weeks for feedback; once drafts are handed in, students will be given 2 weeks to complete a final version of each (out-of-class) essay. I will write the due date of your final essay on the first page of your draft.

- Final essays: Please attach your final essay to your draft so I can determine your revising strategies and pinpoint areas we may still need to work on.
- Late work: Out-of-class essays: Late work will be accepted for FINAL essays at a penalty of 10% per day of your final essay grade. Drafts, unless otherwise clarified with me, will not be accepted beyond the given due date.

In-class Essays

You will compose a total of three in-class essays. The first is a diagnostic essay aimed to give me an idea of where you as writers. This will enable me to make appropriate changes to the course syllabus based on your overall strengths and weaknesses. The diagnostic essay will not be graded, but will count toward participation. We will prepare for the two other in-class essays through applicable reading assignments, responses, and in-class activities. These essays will be graded and it is therefore pertinent that you are present on the days on which they are assigned

- Absences: In-class essays: . If for some reason you are unable to make it to class on these days, please notify me in advance. Lack of notification regarding absences on the days of in-class essays may result in an automatic “F.”

Multimodal Group Project

The multimodal group project will take place in lieu of a formal definition essay. In a group you will be asked to come up with definitions of technology based on your experiences using it for school work in general and writing assignments in particular. You will be asked to consider whether having access to the internet promotes or impedes your academic endeavors. Is technology a distraction or a useful tool? Leading up to this project we will discuss potential topics and how you can incorporate the different viewpoints of the group into a single project. You will present your definition presentation in a non-paper format. Traditionally, PowerPoint has worked well for such assignments, but you are free to agree upon another program. There will be a minimum word count for this project, but it is also expected that you include other forms of communication such as images and audio.

- Group Work: Please note that this project is designed to guide you into a group working environment and accustom you to writing via a technological platform. We may have differing ideas about how we define ourselves in a technological environment, and discussions may, and should, ensue based on these differences. It is imperative that we remain tolerant and open-minded throughout group – and any other – work, that we allow for each student to have a voice.

Final Writing Experience

Your final writing experience will consist of a portfolio in which you bind all of your drafts and final essays with 1) a revised essay of your choice and 2) a reflection on your writing process and how it may have changed throughout the course of the semester.

Participation

Attendance: 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 criterion for grading.”

Although university policies state that attendance should not be used in determining your grade, it is nevertheless essential that you attend class. This course is geared to introduce you to critical thinking and writing strategies that will prove necessary for your college career and beyond and is therefore work intensive. You do not want to fall behind, so please make showing up to class a top priority.

Participation Points: You will be given participation points based on your diagnostic essay, reading responses, workshop, and overall engagement in class discussions. You will also receive points for visiting me during one of my office hours.

- Reading responses: The reading responses are meant to keep you on track with the assigned readings. They are a means for you to reflect on what you’ve read and to prepare you for class discussions. For each response, you will be given a prompt to help you hone in on specific points I deem pertinent for your success in this class and beyond. The responses will not be graded, but should evince that you’ve understood the readings and applied that knowledge to answering the prompts. Please note that you are

expected to write 250 words for each response. Responses must be submitted via Canvas by 12 pm on their given due dates.

- Late work: reading responses: Reading responses will not be accepted after their given due dates, but you may miss **one** response without penalty.
- Workshop: We will have one workshop in preparation of the argument essay. On the day of the workshop you will need to bring 4 copies of your draft.
- Office hour: Please arrange to meet me during at least one of my office hours. This will give you a chance to ask specific questions about your work and give me a chance to offer more personalized feedback.

Word Counts and Point Values In Correlation with Student Learning Outcomes

Grading: This course must be passed with a C or better as a CSU graduation requirement. I will determine your grade based on a point system using the following table:

Assignment	Word Count	Point Value
Diagnostic Essay	500	N/A
Personal Narrative Essay SLO: 2, 5	1250	100
Multimodal Group Project SLO: 3, 4, 5	1000	75
In-class Essay # 2	500	75
Process Analysis Essay SLO: 2, 5	1250	125
In-class Essay # 3	500	75
Argument Essay SLO: 2, 3, 4, 5	1500	150
Final Writing Experience SLO: 2, 3, 5	1000	200
Participation, Reading Responses and Workshop SLO: 1,2	(16 RRs @ 150 words each) 500 words will count toward your overall word count	200
TOTAL	8,000 words	1000 points

Grades will translate as follows:

- 1000-900= A
- 899-800= B
- 799-700=C
- 699-600= D
- 599 and lower = F

- “A” essay: To receive an “A” you must fulfill the requirements of the prompt. You must be able to discern what is being asked and to answer accordingly. In addition your writing should demonstrate

your ability to form well-organized paragraphs with precise use of syntax, diction and grammar. The “A” essay should show syntactic variation, correct implementation of idiomatic expressions, and careful attention to punctuation. Where applicable, you must have a clear thesis statement.

- “B” essay: To receive a “B” you must fulfill the requirements of the prompt. You must be able to discern what is being asked and to answer accordingly. In addition your writing should demonstrate your ability to form well-organized paragraphs with mostly correct use of syntax, diction and grammar. The “B” essay may show less syntactic variation, etc. Where applicable, you must have a relatively clear (locatable) thesis statement.
- “C” essay: To receive a “C” you must show an understanding of the prompt and an effort to answer accordingly. The “C” paper may demonstrate some weakness in structure as well as syntax, diction and grammar. Where applicable, your thesis may be harder to locate, but because of the points made throughout your essay, it should be implicit.
- “D” essay: To receive a “D” you have neglected at least part of the prompt. Because you have skipped through the first stages of the writing process, your ideas and structure lack cohesion. Your essay is likely short or repetitive, evincing lack of development. Grammatically, it is inconsistent. Where applicable, you have neglected to form a satisfactory thesis statement.
- “F” essay: To receive an “F” you have neglected at least part of the prompt. Your essay is likely to appear as pre-writing, lacking clarity, structure and correct use of grammatical forms. It is replete in mechanical and usage errors. The “F” essay will be without focus and, inevitably, without a thesis statement.

Classroom Protocol

Cell Phones: I ask that you keep cell phones in your purse or bag. Cell phone usage during class time may lower your participation grade.

Leaving the classroom: You do not need permission to leave the classroom. Please note, however, that prolonged or recurrent absences during class may lower your participation grade.

Late work: Final essays may be handed in after their due dates as a penalty of 10% per day. The same applies to the final writing experience. Unless otherwise clarified with me, drafts will not be accepted after their due dates. Reading responses are to be turned in on time to receive credit, but you may miss one response without penalty.

Canvas: Reading responses are to be submitted via Canvas no later than 12 pm on their given due dates. All other essays should be brought to class as hard copies.

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/. The [Late Drop 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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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.”
- **RECORDINGS MUST BE ARRANGED WITH ME AT LEAST A WEEK IN ADVANCE.**

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/>.

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 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>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 10th 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.

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) at <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. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A Course Schedule Fall 2014

This is a tentative course schedule and is therefore subject to change. Students will be given adequate notice of any changes and will be notified via email and/or Canvas.

Textbook and Schedule Abbreviations: **EAA**: Everyone’s An Author; **NS**: Norton Sampler; **EW**: Everyday Writer; **RR**: Reading Response; **RD**: Rough Draft

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26/2014	Course Introduction
1	8/28/2014	In-class Essay #1: Diagnostic Essay HW : Read EAA “The Need for Collaboration” pgs. 29-35 and EW “Top Twenty” pgs. 3-12
2	9/2/2014	Due : RR Introduction to the theme of technology: TED talk: Sherry Turkle’s “Connected, but alone?” HW : EAA: “Writing Processes” pgs. 24-28 and NS: “Orange Crush” pgs. 161-166
2	9/4/2014	Due : RR “Orange Crush” and Coveting: How does this apply to new apps and technology? HW : NS: “A Brief Guide to Writing a Narrative” pgs. 123-134 and NS: “The Back of the Bus” pgs. 167-176
3	9/9/2014	Due : RR Topics for Personal Narrative under the theme “Technology and the Individual” HW : EAA: “Writing a Narrative/Here’s What Happened” pgs. 101-116
3	9/11/2014	Due : RR Let’s talk narrative: how is technology shaping our personal and collective experiences? How do we tell our stories? HW : Personal Narrative
4	9/16/2014	Due : Personal Narrative Group Allocation: Introduction to Multimodal Group Project HW : NS: “Redefining Definition” pgs. 449-453 and EAA: “Writing Analytically / A Roadmap” pgs. 160-169
4	9/18/2014	Due : RR Topics for Definition/Organizing Ideas HW : Refine individual definitions for group project
5	9/23/2014	Due : All written material for group project Work on and potentially finish group presentation HW : Multimodal Group Project
5	9/25/2014	Due : Multimodal Group Project Multimodal Group Presentations HW : EAA: “Strategies for Arguing” pgs. 308-315

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/30/2014	Due: RR In-class Essay #2 HW: NS: “So, You Want to Be a Writer? Here’s How.” pgs. 322-326 and NS: “Writing Paragraphs” pgs. 42-58
6	10/2/2014	Due: RR Discussion of writing process – Where to begin with Process Analysis Essay (Generating Ideas) HW: NS: “How Boys Become Men” pgs. 316-321 and NS: “Gender in the Classroom” pgs. 397-405
7	10/7/2014	Due: RR and topic for process analysis essay Discussion on gender in the classroom and beyond; Pre-writing: Process Analysis HW: NS: “A Brief Guide to Writing a Process Analysis” pgs. 297-304
7	10/9/2014	Due: RR Essay Development HW: EW: “Rhetorical Situations” pgs. 49-55 and EW: “Developing Paragraphs” pgs. 78-93
8	10/14/2014	Due: RR Personal Voice and Authenticity HW: Process Analysis Essay
8	10/16/2014	Due: Process Analysis Essay Introduction to writing an argument HW: NS: “Argument” pgs. 517-532
9	10/21/2014	Due: RR Potential essay topics HW: NS: “Our Semi-Literate Youth? Not so Fast” pgs. 570-575
9	10/23/2014	HW: Section I of E.M. Forster’s <i>The Machine Stops</i> (see “other readings at top of syllabus)
10	10/28/2014	Due: RR Discussion of <i>The Machine Stops</i> – In what ways did Forster presuppose the internet? Do you see his story as a projection of our future? What is Forster’s argument? HW: NS: “Mind Over Mass Media” pgs. 559-562 and EAA: “Arguing a Position / This is Where I Stand” pgs. 61-65
10	10/30/2014	Due: RR Choosing and arguing your position HW: EAA: First sections of “Analyzing Arguments / Those You Read, and Those You Write” pgs. 269-279
11	11/4/2014	Due: RR What’s at stake and how do you make your appeal? HW: EAA: Latter sections of “Analyzing Arguments / Those You Read, and Those You Write” pgs. 281-300
11	11/6/2014	Due: RR

Week	Date	Topics, Readings, Assignments, Deadlines
		Information about workshop HW: Bring in 4 copies of the first draft of your argument essay
12	11/11/2014	Veteran's Day – No Class
12	11/13/2014	Due: Workshop drafts (4 copies) Workshop HW: Argument Essay
13	11/18/2014	Due: Argument Essay
13	11/20/2014	What we've done so far – going over key points of the writing process; Preparing for revision and final writing experience HW: NS: "Hal and Me" pgs. 563-569
14	11/25/2014	Due: RR In-class Essay # 3
14	11/27/2014	Thanksgiving Day – No Class
15	12/2/2014	Discussing of technology and the individual; reflecting on how technology may have affected our writing Appointments for optional conference
15	12/4/2014	Optional Conference Day: this class will be used to discuss your final project and any other questions and concerns you may have. Please note that this conference may be in lieu of or in addition to the mandatory office hour for participation. HW: NS: "My Technologically Challenged Life" pgs. 194-199
16	12/9/2014	Due: RR HW: Final Writing Experience
16	12/11/2014	Study/Conference Day (no classes or exams)
17	12/16/2014	Final Writing Experience Presentations
17	12/18/2014	Final Writing Experience Presentations