

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 8, Spring 2014

Instructor:	Candice Wynne
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Office Hours:	Mon & Wed 3-4pm
Class Days/Time:	Mon/Wed 9am – 10:15am
Classroom:	Hugh Gillis Hall 120
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE 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.

Prerequisites: Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

Course Goals and Student Learning Objectives

GE Learning Outcomes:

Upon successful completion of this course, students will be able to do the following:

LO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

LO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

LO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

LO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Additionally, students will 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).

Information available online

You are responsible for reading 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/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: BFW.TechnicalSupport@macmillan.com

Online: <http://www.macmillanhighered.com/techsupport>

Patterns for College Writing 12th ed. by Kirszner and Mandell

ISBN: 9780312676841 Available at Spartan Bookstore

Other Readings

A good pocket dictionary: Webster's or American Heritage

Other equipment / material requirements (optional)

3 examination booklets for in-class essays, black or blue pens

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Classroom Protocol

No Electronic Policy: The use of electronic devices of any sort is NOT permitted in class unless you have clearance from the Disability Resource Center. **NO NO NO T E X T I N G**

Make-up work following an absence: **I do not accept late homework or give make-up quizzes for any reason.** You will only get credit for homework or quizzes on the day they are assigned. Your participation grade depends on these short but important assignments.

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](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments and Grading Policy

→ All 6 papers are required in order to pass this course

IN CLASS ESSAYS: 300 pts
30%

Expect to write 3 in-class essays, worth 100 Points each (ea. = 10% of final grade). The topic or prompt for each of these will be given on the day of the essay. No written preparation is necessary. Bring green exam booklet and paper dictionary: Black or Blue PENS

WRITTEN PAPERS: 400 pts

There will be 3 written papers 40%

Narrative/Descriptive: 100 pts (10%)

Process Essay: 100 pts (10%)

Cause & Effect OR Compare & Contrast Essay: 200 pts (20%)

Late Papers: *All papers must be handed in during class on the day they are due. For each class day your paper is late, you will be graded down 10 points. No electronic submissions. The ONLY exception to the late policy is if you can verify your absence with written documentation (such as a doctor's visit, funeral, court appearance, or required participation in team sports).*

CLASS PARTICIPATION: 100 pts
10%

All quizzes, grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work/reading done by the beginning of class and **take part in class discussion**.

THE UNIVERSITY ESSAY FINAL EXAM: 200 pts
20%

A common essay final shall count 20% toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

EXTRA CREDIT: There is **no** extra credit in my class. Please, do not ask.

*Maximum points for all assignments, exams, and participation

1000 pts

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.”

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.

This course must be passed with a C or better as a CSU graduation requirement.

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

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 descriptably 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.

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 By The Number:

94-100 = A	90-93= A-	
87-89= B+	84-86= B	80-83= B-
77-79= C+	73-76= C	70-72= C-
67-69= D+	65-66= D	64< = F

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

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.

English 1A, Spring 2014, Course Schedule

****Note:** For reading assignments: Reading is due on date shown: Example: on Feb.5th you should come to class **having already read Chapter 1 in P**

Texts Key: **P** = *Patterns for College Writing* **L** = *Lunsford Handbook*

Week	Date	Topics, Readings, Assignments, Deadlines
2	Jan 27 Jan 29	Introduction: Syllabus, Active Reading Diagnostic: bring large green exam booklet SLO 1-3
3	Feb 3 Feb 5	Top 20 in L + Handbook Use, Grammar Quiz SLO 1-3 P Chap 1 Critical Reading, Annotating
4	Feb 10 Feb 12	P Chap 2 Invention/Prewriting SLO 1-3 P Chap 3 AND Chap 4 Arrangement, Drafting, Revising SLO 1-4
5	Feb 17 Feb 19	P Chap 5 Editing & Proofreading SLO 1-3 In-Class Essay #1 Bring large green booklet, dictionary SLO 1-3
6	Feb 24 Feb 25 NS	P Chap 6 Narration SLO 1-4 P Chap 7 Description exercises due: SLO 1-4
7	Mar 3 Mar 5	<i>Rough Draft:</i> Descriptive Narrative: Peer Review 1200 word SLO 1-4 L Chap 10 & 11 Revising & Editing SLO 1-3
8	Mar 10 Mar 12	<i>2nd Draft:</i> Descriptive Narrative 1200 word min. SLO 1-3 DUE: Descriptive Narrative + Bring P SLO 1-3
9	Mar 17 Mar 19	In-Class Essay #2 Bring large green booklet, dictionary SLO 1-3 Feedback on Narrative, + L Grammar SLO 3
10	Mar 24 NS Mar 26 NS	No Classes - SPRING BREAK
11	Mar 31 NS Apr 2	No Class – Cesar Chavez Day P Chap 17 Avoiding Plagiarism SLO 3
12	Apr 7 Apr 9	P Chap 9 Process SLO 1-4 P Chap 9 Process exercises due: SLO 1-4
13	Apr 14 Apr 16	<i>Rough Draft:</i> Process Essay: Peer Review 1400 word min DUE: Process Essay SLO 1-4
14	Apr 21 Apr 23	In-Class #3 Bring large green booklet, dictionary SLO 1-3 P Chap 10 Cause & Effect SLO 2

Week	Date	Topics, Readings, Assignments, Deadlines
15	Apr 28 Apr 30	P Chap 11 Compare & Contrast exercises due: SLO 2 <i>Rough Draft:</i> Cause & Effect OR Compare & Contrast 1500 words SLO 1-4
16	May 5 May 7	NO Regular Class ** <i>One-on-One Conference: Time _____</i> Prepare for Final Exam on Saturday, May 10
17	May 12	DUE: Cause & Effect OR Compare & Contrast 1500 words SLO 1-4
Final Exam	Saturday, May 10	8:00am – 10:00am location TBD_____

Important SJSU dates Spring 2014

Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Orientation, Advisement, Faculty Meetings
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop Without Entry on Permanent Record
Tuesday	February 11	Last Day to Add Courses & Register Late
Wednesday	February 19	Enrollment Census Date
Monday-Friday	March 24-28	Spring Recess
Monday	March 31	Cesar Chavez Day Campus Closed
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)

Paper Format: ALL PAPERS handed in must be typed and follow these guidelines. We will use **MLA format** (see Lunsford Handbook)

- Typewritten, double spaced, black ink
- One inch margins on all sides *Text on front side of paper only
- 12 point font, Times New Roman
- Number your pages
- Print word count at bottom of last page
- *Heading: Name, English 1A-8*
- *Assignment Title (Descriptive Narrative, Process, etc)*
- *Date* in the upper left hand corner

HANDWRITTEN PAPERS (OTHER THAN IN-CLASS WORK) WILL BE HANDED BACK WITH NO GRADE

Contact Information: Trade contact numbers and email addresses with at least two students. It will be **your responsibility** to contact one of these students when you must miss a class.

Classmate # 1: _____

Classmate # 2: _____

Turnitin.com: Class ID _____ Password: sailboat

Final Drafts of your Claim & Support Essays must be submitted to Turnitin.com before I will grade them.

Keep track of your grades: to calculate your approximate grade at any time just calculate the average of your graded essays (and estimate your participation grade by the points earned from quizzes, homework, short in-class writings).

Narrative/Descriptive _____ /100

Summary & Analysis _____ /100

Cause & Effect _____ /100

Major Revision _____ /100

In-Class 1 _____/100 In-Class 2 _____/100 In-Class 3 _____/100

Homework, Quizzes, Short In-class writing, miscellaneous points:

