

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 06, Spring 2014

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Office Hours: W: 10:30-11:30 AM ; Th: 2:45-3:45 PM ; By Appointment
Class Days/Time: Monday / Wednesday 9-10:15
Classroom: Music Building 210
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.

Required Texts/Readings

Textbooks:

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91956-1

In class we will call this the Field Guide and it will be abbreviated FG

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W. W. Norton & Co., 2013. Print. Individual* ISBN: 978-0-393-91946-2

In class we will call this the Sampler and it will be abbreviated as NS

***Please note:** The *Norton Field Guide to Writing* and the *Norton Sampler* are available through the Spartan Bookstore as a discounted bundle under ISBN: 978-0-393-51704-0

Other equipment / material requirements

Multiple green books for a total of four in-class essays.

Loose leaf college ruled paper for daily free-writes and reading responses

A college-level dictionary

A folder / portfolio to store ALL of the work you complete in this course

Computer / Internet Access for TED Talks and Canvas Submissions.

Course Goals and Student Learning Objectives

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).

Student Learning Objectives:

SLO 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).

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

SLO 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.

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

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

Main Course Content

Online Component:

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html>

We will be integrating the Canvas platform in this course in order to submit all final drafts of papers (and first drafts for comments) and to download and view certain course materials. You are already signed up and invited to the course. You will find the Syllabus posted there as well as Assignments and Modules with the breakdown of each weeks' activities. I will make class announcements through this page rather than e-mail. Please make yourself acquainted with the website (and upload an avatar if you wish!) and let me know if you have any questions.

Reading and Writing:

English 1A is a reading-intensive course. Readings will include useful models of writing for academic, general and specific audiences. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, most of the assigned essays will be based on reading. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Reading Responses prepared to discuss them in class.

Writing assignments will give repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires appropriately sequenced essays totaling a minimum of 8000 words. This minimum requirement excludes the final portfolio (OC #4), reading responses, quizzes, and any brief or informal assignments.

4 In-Class Essays (ICs):

In-Class Essays will be written in green books in legible blue or black ink only. In-class essays may only be made up in SPECIAL circumstances. Please plan on being in class when we do these essays. You MUST contact me for special arrangements if you know you will not be able to attend class the day of an in-class essay. At least one IC topic will be made known ahead of time for preparation.

4 Out-of-Class Essays (OCs):

All Final Drafts will be submitted online through Canvas well as printed out for your portfolio (though I only need the online submission for grading). Out-of-Class Essays will be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc. All these things must meet MLA Format. Use the OWL guide to help you. Improperly formatted papers may lose points.

<http://owl.english.purdue.edu/owl/resource/747/01/>

Portfolio Final Paper:

This course does not have a final exam. You will not take a final exam with the English department on Saturday, May 10th. Instead of a final exam, you will write a critical reflection about your work during the course. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a process. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience.

Drafts:

You will be required to submit DRAFTS for OC #1, OC #3, and OC #4. When the drafts are due vary based upon whether or not you would like comments / when your writing group is held. Each draft has a proper submittal page on Canvas so that you can easily submit it for my perusal. Writing groups will require printed drafts, so make sure to keep one of these for your portfolio at the end of the course. I expect that all drafts will have: 1) A Working Thesis. 2) At least one full body paragraph with a topic sentence, concrete details, and commentary. 3) An outline for the rest of the paper. Drafts should be (AT LEAST) around half the total allotted words that the final paper must fulfill. (1200 word final = around 600 word draft).

Secondary Course Content

In-class Writing and Class Submissions:

Some class sessions will begin with quizzes and / or in-class reading responses to check for your understanding. These must be taken in class and cannot be made up. You will also have the opportunity to submit your own ideas for readings / viewings for the rest of the class to enjoy when we cover “alternative” narratives and mediums. Take advantage of this responsibility for your own learning and please participate when I ask you to bring in samples from home!

Grammar Packets:

You will independently work on two separate Grammar Packets (available on Canvas) to be turned in at two TBA dates throughout the semester.

Writing Groups:

We will have peer workshops (groups of 5) where you read your writing out loud to your classmates for review. You must bring multiple copies of your drafts for all members of your group on these days. Failure to do so may cause you to lose points.

Debate Participation:

During the Argument and Rhetorical Appeals section of our class, we will learn about and hold an in-class debate. The topics will be based upon both our readings in class and educational values in general.

Mandatory Conference:

Within the first half of class (before Spring Recess in late March) you are required to set up a 10-15 minute conference with me to either go over one of your essays or simply come to talk about your educational goals, your major, your life, or whatever! I am personally invested in you and your continued education. I want to get to know each and every one of you. Sign-ups for this will be forthcoming.

Elevator Presentation:

When the draft of OC #3 (Comparative Essay) is due, you will prepare a short Elevator Presentation where you will BRIEFLY explain your thoughts to the class and walk us through your reasoning.

My Policies

Absences:

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus. If you miss a quiz, you cannot make it up. This is a college course, so if you miss a class it doesn't matter much why. If you miss class, you're missing valuable information. A note: If you're late to class *or* if you leave class early, you may not receive credit for your participation that day (unless we have a previous arrangement).

Revisions:

OC #2 *is* a revision essay (you will either revise IC #1 or IC #2). However, if you would like to revise **IC #3, IC #4, OC #2, or OC #3** (OC #4 you would not have time to revise), you may earn up to a letter grade back on your paper **IF AND ONLY IF** you do the following steps:

1) Write and staple a half-page letter to the top of the paper explaining where you went wrong / what you'd like to change.

2) Come to my office hours / schedule an appointment with me.

3) Return the paper within TWO WEEKS from when I gave the paper back to you.

For example, if you turned in a paper on a Wednesday and I returned it to you the following Wednesday, then you have two MORE Wednesdays to complete the revision for that paper. There is no need to re-submit these revision papers on Canvas. **You may revise 2 papers (not including OC #2 which is a revision essay) a semester.**

Late Work:

Late work receives a reduction of one full letter grade / 10-percent (100 to a 90 at most) per class session it is late. **I do not accept work that is more than 1 week (two class sessions) late.** If you are sick or have to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. Again, quizzes and in-class writings and activities cannot be made up. **I do not accept any work by email unless I've asked you to email me drafts (I will do this a couple times this semester).**

Email and Contact:

Please contact me through the messaging service on Canvas—not my email unless you have no other option. I will try to respond to your messages within 24 hours. Please be courteous with your timing (I may not see your desperate message at 2 AM the day an assignment is due). I am your instructor, not your FaceBook friend, so please remember to use appropriate language when messaging me.

Come see me during office hours. Please. I would love to get to know you all well. My office has an open-door policy. If I'm not available for office hours at the same time you are, send me a message and we'll set something up.

Classroom Expectations:

Everyone deserves to be heard in the course. I am personally committed to having students' take charge of their own learning and apply outside readings / viewings they find interesting to the rest of the class for evaluation at certain times this semester. For this reason, at times we may discuss or watch some touchy or controversial material. I would ask that you would be courteous to your classmates and respectful of their thoughts and opinions even if they differ from your own. This class is a safe space, so please feel free to ask questions and speak your mind (as long as you remain respectful). This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another—not to take cheap shots at others' work.

Technology:

I expect you to show up to class awake, aware, and present. Bring some coffee if you need help waking up (you can bring me coffee too ☺). Bring a snack if you need fuel for your brain. But, cell phone, laptop, iPod, iPad use during class is not allowed. It detracts from your participation, interferes with class discussion, and disturbs other students. When you come to class, put all of these items away and do not take them out until class is finished. If you **MUST** take notes on your laptop, see me and I may be able to make an exception.

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 class will be graded out of 1000 points.

IN-CLASS ESSAYS	<u>Word Count</u>	<u>Point Value</u>
Diagnostic Essay (IC #1)	650	10
Response to Rhetoric essay (IC #2)	650	50
Visual Rhetorical Analysis essay (IC #3)	650	100
Critical Thinking / Opinion-Based essay (IC #4)	650	100

--In-Class Essays: **260 points** = 26% [SLO 1,2,3,4]

OUT-OF-CLASS ESSAYS	<u>Word Count</u>	<u>Point Value</u>
Personal Narrative essay (OC #1)	1200	100
Revision / Expansion essay (OC #2)	1500	150
Comparative (Traditional and Alternative Rhetoric) essay (OC #3)	1500	150
Reflective / Final Portfolio essay (OC #4)	1200	200

--Out-of-Class Essays: **600 points** = 60% [SLO 1,2,3,4]

GRAMMAR PACKETS	<u>Point Value</u>
ONE	25
TWO	25

--Grammar Packets: **50 points** = 5% [SLO 3]

PARTICIPATION	<u>Point Value</u>
Daily Writing Responses	20
In-Class Participation	20
Writing Groups Preparedness	20
Debate Participation	10
Mandatory Conference	10
Elevator Presentation	10

--Participation: **90 points** = 9%

Grading Scale

A [1000-930 points] A- [929-900 points] B+ [899-870 points] B [869-830 points]

B- [829-800 points] C+ [799-770 points] C [769-730 points] C- [729-700 points]

D+ [699-670 points] D [669-600 points] F [599 points and lower]
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** The only **extra credit** available in this course will be if you come and visit me for a writing conference during my office hours. And by extra credit I mean that you have a much better chance of scoring higher on your out-of-class essays (worth over 50% of your grade) if you spend time talking to me about your paper. There will be **absolutely no freebies / extra points awarded otherwise.***

A Final Note on Papers

The “A” Paper

Thesis: Easily identifiable, clear, reasonable, insightful (teaches the reader something) with an obvious connection to the paper’s title.

Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Topic sentence of each paragraph supports main thesis, and examples in each paragraph support the topic sentence and only the topic sentence

Use of evidence: Primary source information used to support topic sentence with at least one example. Summaries and quoted material is smoothly integrated into sentence syntax and cited according to MLA guidelines.

Analysis: Demonstrates an in-depth understanding of the ideas in the assigned reading and critically responds to those ideas in an analytical, persuasive manner. Analysis is fresh and

exciting, posing new ways to think about the material. Work displays critical thinking and avoids simplistic description or summary of information.

Logic: All ideas in the paper flow logically from one point to the next. The paper makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.

Mechanics: Correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements. Creates appropriate college level, academic tone.

Aim for an A. Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments may result in a D or F in the course.

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 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, Section 06, Spring 2014, Course Schedule

Week	Monday	Wednesday
0 Telling Our Stories	1/27 Introductions / Go Over Syllabus OC#1-Personal Essay Assigned (with an argument)	1/29 Diagnostic Essay (bring Green Book) Read: NS: "Turning Japanese" pg. 155 NS: Chapter 2 "The Writing Process" pg. 24-36 (Focus on Planning, Generating Ideas, and Organizing and Drafting. We will touch on Revising & Editing later)
1 Why Do We Care About Other People's Stories?	2/3 Read: NS: "In Case You Ever..." pg. 143 FG: Purpose pg.3-4 FG: Analyzing Texts—Key Features, A Guide to Writing pg. 69-81	2/5 Read / Review: FG: "MLA Style," 484-532 FG: "Writing a Literary Narrative" pg. 27-51 NS: "The Death of the Moth" by Virginia Woolf pg. 630-633 Write: This weekend finish OC #1 Draft You may send me OC #1 drafts on Canvas by Saturday night 2/8 at Midnight.
2 Your Writing Sucks...but it could suck less.	2/10 Writing Groups OC #1 DRAFT DUE FG: Getting Response and Revising pg. 275-279	2/12 Writing Groups OC#1 FINAL DUE in class. (Due on Canvas by tonight at 11:59PM). FG: Editing and Proofreading pg. 282-286
3 Is There Anybody Out There?	2/17 Read: NS: "No Wonder They Call Me a Bitch" by Ann Hodgeman pg. 106 FG: Audience pg. 5-7 FG: Stance pg. 12-14	2/19 Return OC #1 IC #2 Assignment given (choose one of the narratives we've read and prepare a response). Read: NS: "Storm Country" by Paul Crenshaw pg. 79-84

		<p>FG: Genre pg. 9-10</p> <p>FG: Literary Analysis pg. 81-86</p> <p>DUE: Grammar Packet 1</p>
<p>4</p> <p>Are You Listening?</p>	<p>2/24</p> <p>Read:</p> <p>FG: Arguing a Position pg. 135-149</p> <p>FG: Generating Ideas and Text pg. 259-265</p> <p>Outline Workshop for IC #2</p>	<p>2/26</p> <p>Write:</p> <p>IC #2—Response to Rhetoric.</p>
<p>5</p> <p>Fixing Our Mistakes</p>	<p>3/3</p> <p>FG: Drafting pg. 266-268</p> <p>NS: Writing Paragraphs pg. 42-58</p> <p>NS: “So, You Want to Be a Writer...” by Allegra Goodman pg. 322</p> <p>Workshop on PIE</p>	<p>3/5</p> <p>Return IC #2</p> <p>FG: Assessing Your Own Writing pg. 269-274</p> <p>FG: The Writing Process (Revising and Editing pg. 36-41)</p> <p>OC #2 assignment given (revision of an in-class essay)</p>
<p>6</p> <p>Driving Home a Point</p>	<p>3/10</p> <p>Watch: TED Talk. Ken Robinson: How schools kill creativity. http://tinyurl.com/tedschools</p> <p>Read:</p> <p>NS: “Mother Tongue” by Amy Tan pg. 253-259</p>	<p>3/12</p> <p>Read:</p> <p>FG: Arguing pg. 323-341</p> <p>NS: “How Boys Become Men” by Jon Katz pg. 316</p> <p>Watch:</p> <p>“This Type Love” by Shihan http://tinyurl.com/shihanhair</p> <p>Discussion of OC #2</p>
<p>8</p> <p>Appealin’</p>	<p>3/17</p> <p>Pathos, Logos, Ethos and Logical Fallacies—Debate How-To</p> <p>Watch:</p> <p>TED Talk. Daniel H. Cohen: For Argument’s Sake. http://tinyurl.com/tedargue</p> <p>Read:</p> <p>FG: “Arguing”--Focus specifically on the latter half (Credibility)</p>	<p>3/19</p> <p>CLASS DEBATE! /</p> <p>Pre-Spring Recess Party</p>

9 Spring Break!	3/24 No Class—Be working on OC #2	3/26 No Class—Be working on OC #2
10 Visual Narratives	3/31 No Class. Cesar Chavez Day. OC #2-Revision of either IC #1 or IC #2 Due on Canvas tonight by 11:59 PM.	4/2 Visual / Digital Advertisements Memes NS: “Happy Meals and Old Spice Guy” pg. 222 FG: “Guiding Your Reader” pg. 312-317 YouTube / Digital Scapes <u>Class Submissions</u>
11 Lyrical Narratives	4/7 Return OC#2 Outline Workshop for IC #3 “Piñata” by Pages Matam http://tinyurl.com/pageislam “Pretty” by Katie Makkai http://tinyurl.com/katiepretty <u>Class Submissions</u>	4/9 Write: IC #3—Visual Rhetorical Analysis
12 Video Game and Alternative Narratives	4/14 Ludology and Narratology PLAY STANLEY PARABLE http://www.stanleyparable.com/ FG: Synthesizing Ideas pg. 457-461	4/16 OC #3-Comparative Essay assignment given <u>Class Submissions</u> FG: “Finding Sources” pg. 432-452 AND Quoting, Paraphrasing and Summarizing pg. 462-474 DUE: Grammar Packet 2
13 Proposing a Connection	4/21 Turn in OC #3 on Canvas by Tuesday 4/22 at midnight and receive comments. DUE: Paragraph Proposal Writing Groups and One-on One conferences: We will be sharing our paragraph proposals in groups and receiving feedback.	4/23 Read: NS: “Watching Oprah from Behind the Veil” by Jeff Jacoby pg. 368 FG: “Comparing & Contrasting” ph. 348-355 OC #3 Draft Due on Canvas Friday, 4/25 by midnight. (No comments)

14 Political / Gendered-Narrative	4/28 OC #3- Comparative Essay Final Due on Canvas tonight at 11:59 PM (make sure to print a copy for your portfolio) Elevator Presentations	4/30 Read: "Diving Into The Wreck" by Adrienne Rich http://tinyurl.com/richdiving Watch: "Ten Responses to the Phrase 'Man Up' " by Guante http://tinyurl.com/tenphrases OC #4 Reflection Assigned
15 Reflecting and Finding A Voice.	5/5 Return OC #3 Read: FG : Reflections AND "My Life as a Dog" by Jonathan Safran Foer pg. 214-221 IC #4-Critical Thinking / Literary Analysis Workshop Workshop on Revision	5/7 Write: IC #4-Critical Thinking / Opinion-Based Analysis Essay
Finals Cool. Cool cool cool.	5/12 Writing Groups OC #4 Sharing / Help PARTY!	FRIDAY MAY 16TH, 2014 FINAL PORTFOLIO PAPER (OC #4) DUE IN HARD COPY FORM IN MY OFFICE (FO 227) BY 12:00 NOON.

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)
Thursday-Friday	May 15-16	Final Examinations
Monday-Wednesday	May 19-21	Final Examinations
Thursday	May 22	Final Examinations Make-Up Day
Friday	May 23	Grade Evaluation Day
Saturday	May 24	Commencement
Monday	May 26	Memorial Day - Campus Closed (M)
Tuesday	May 27	Grades Due From Faculty