

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 7, Spring 2013

Instructor:	Alesya Petty
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Office Hours:	MW 10:30 – 11:30 AM, by appointment
Class Days/Time:	MW 9:00 – 10:15 AM (Section 7)
Classroom:	BBC 128
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

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.

University Policies

For University policies on adding and dropping, academic integrity, and plagiarism, refer to the catalog policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with the AEC to establish a record of their disability. The AEC website is <http://www.aec.sjsu.edu>.

Your participation in class is expected and highly encouraged. Attendance is crucial for a successful completion of the course as well as for your advancement in developing academic reading and writing skills. Please make every effort to come to class on time not to miss warm-up exercises that introduce in-class discussion of the day.

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/Readings

The Norton Field Guide To Writing by Bullock. 3d ed. New York: Norton, 2013. ISBN: 978-0-393-91956-1

The Everyday Writer by Andrea A. Lunsford. 5th ed. Boston: Bedford/St. Martin's, 2013. ISBN: 978-1-4576-1267-1

Other equipment / material requirements

You will need lined paper, 3 green books (exam booklets), a college-level dictionary.

Classroom Protocol

Late Policy: Late work will be accepted at the discretion of the instructor and will be downgraded. If you do not attend class on the day of your presentation or any of in-class essays, you will earn an "F" on those assignments. *If you have to miss any class, please let me know as soon as possible so that you can make up for your missed assignments.*

Electronic Devices: All electronic devices must be silent and kept in your bag during class unless stated otherwise.

Assignments and Grading Policy

Writing: During this course on college-level composition, you will study and practice various types of writing. Assignments and exercises will help you better understand the *process* of writing with its multiple stages such as prewriting, writing, revising, and editing. All of the formal writing assignments combined meet a total minimum of 8000 words which is **required to pass this course**.

Out-of-class essays (SLO 1-4): These essays have the most influence on your final grade for the whole course. However, specific assignments that go along with the writing of each out-of-class essay will affect the final grade for each essay. Out-of-class essays must be typed in **Times New Roman, 12 point font, double-spaced, and in MLA format when required**.

In-class essays (SLO 1-4): Each in-class essay must be written in a **green book** and must meet the word count requirement (600).

Turnitin.com: All out-of-class essays must be submitted to Turnitin.com on or before the due date. Assignments are considered late until they are submitted to Turnitin.com. Late work is downgraded for each day after the due date.

Portfolio/Critical Reflection/Final Exam (SLO1-4): In lieu of a final exam, you will compose an essay about your writing experience aka Critical Reflection Essay or Portfolio. This essay is going to be your reflection on all the writing you have done throughout the semester. You will analyze your progress as a writer and summarize what you will have learned about writing as a *process*. It is important that you keep all the drafts and assignments for each type of essay so that you can refer to your previous work for specific examples. Critical Reflection should showcase what challenges you

experienced and what strategies you have used for improvement. Think of your personal and academic goals at the beginning of the semester and compare them to what you have achieved by the end of this course. Remember that even accomplished writers have room to learn and improve. You will share your Critical Reflection essay in a form of an *Oral Presentation* at the end of the semester, which is part of your final grade.

Reading & Responses: Assigned readings are mandatory and essential for participation in the class discussions. They are carefully selected examples of the studied types of writing you are going to work on during the semester. You must provide adequate Reading Responses, which are part of your final grade. Each response must include a summary of main points and your understanding/interpretation of the text's ideas. Your written response must be between 200-400 words and must be typed in **Times New Roman, 12 point font, double-spaced**. You must bring it to class for discussion on the day the reading is due and turn in to the instructor at the end of that class to receive full credit. If you miss class, it is your responsibility to email the response to the instructor on or before the due date to receive participation credit. My email is Alesya.Petty@sjsu.edu.

Conferences: If you have questions about your writing, you can schedule a conference with me. If you have to change your appointment, please let me know as soon as possible Alesya.Petty@sjsu.edu. If you email me questions about your essay the night before it is due I cannot guarantee a timely response.

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.

A+ 100 – 97	B+ 89 – 87	C+ 79 – 77	D+ 69 – 67	F 59 – 0
A 96 – 93	B 86 – 83	C 76 – 73	D 66 – 63	
A- 92 – 90	B- 82 – 80	C- 72 – 70	D- 62 – 60	

Grade Breakdown	Max Point Value	Weight (%)	Minimum Word Count
Reading Responses	10 each/100	10	-
Presentations G/TA/CR	15/15/20	5	-
Individual Grammar	10/50	5	
Peer-Reviews	20 each/100	10	-
Practice Writing	10 each/100	10	-
Diagnostic Essay	100	0	600
In-class essays	100 each/200	(2x5) 10	(2x600) 1200
Literacy Narrative	100	10	1200
Text Analysis	100	10	1200
Report	100	10	1300
Argument	100	10	1300
Critical Reflection	100	10	1200

All essays will be graded on the Departmental Grading Policy, except for the Diagnostic Essay. The instructor will provide comments to in-class and out-of-class essays (final

drafts) which are intended to help you improve your writing. You are expected to make changes according to the instructor's commentary. Essays will be graded according to the following criteria:

A= Excellent: The "A" essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

B= Very Good: The "B" essay is less precise and not as convincing as the "A" paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

C= Adequate: The "C" essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

D= Poor: The "D" essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

F=Unacceptable: The "F" essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Additional Help

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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 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.

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>

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.

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

Assignments

In-class Diagnostic Essay	1.25 hours (600 words min.) [SLO 1, 2, 3, 4]
In-Class Essay #1	1.25 hours (600 words) [SLO 1, 2, 3, 4]
In-Class Essay #2	1.25 hours (600 words) [SLO 1, 2, 3, 4]
Literacy Narrative Essay	Mixed genre essay (1200-1500 words) [SLO 1, 2, 3,4]
Textual Analysis Essay	Poem evaluation (1200-1500 words) [SLO 1, 2, 3, 4]
Report Essay	Mixing genres with some research (1300 words min.) [SLO 1, 2, 3,4]
Argumentative Essay	Research with two sources min. in MLA format (1300 word min.) [SLO 1, 2, 3, 4]
Critical Reflection Essay	Portfolio Assessment Final Exam (1200 words min.) [SLO 1, 2, 3, 4]
Practice Writing (P on course schedule)	Brief writing tasks, in-class or at home. Must be turned in on time for credit. [SLO 1, 2, 3, 4]
Peer-review (PR) (5)	Group/individual work: reading/providing structured feedback/comments on essay drafts [SLO 1, 2, 3, 4]
Presentation on Poetry Analysis	Informal, with feedback exchange [SLO 1, 2, 4]
Presentation on Critical Reflection	Formal, individual (5-10min.) [SLO 2, 4]
Individual Grammar (IG) (5)	Individual corrections in drafts on specified grammar topic [SLO 1,2,3,4]
Presentation on Grammar	Group, on assigned topic (10-20min.) [SLO 1, 2, 3]
Warm-up Exercises	Individual/group work at the beginning of each class [SLO 1, 2, 3, 4]
Reading Responses (RR)	Written homework and/or in-class quizzes [SLO 1, 2, 3, 4]

Course Schedule

The schedule is subject to change with fair notice.

FG: *Field Guide*, **EW:** *Everyday Writer*, **P:** *Practice Writing* (200-400 words)

Date	Topics, Readings and Assignments Due
M 1/27	Introductions
W 1/29	In-class Diagnostic Essay.
M 2/03	RR on “Write or Wrong Identity” by Emily Vallowe due. FG: Rhetorical Situations 1-24, Literacy Narrative 42-51, Reading Strategies 396-412, Narrating strategy 387-94 P: <i>A lesson to learn.</i> EW: Writing for College 3-44
W 2/05	P: <i>A lesson to learn due.</i> FG: Ideas and Text 259-65, Describing strategy 367-374, P: <i>Description.</i> EW: Verbs 340-53, Pronouns 363-72, Adjectives/ Adverbs 374-7
M 2/10	P: <i>Description due.</i> RR on “All Over But the Shoutin’” by Rick Bragg due. FG: Memoir 183-90, P: <i>Memory</i> , Dialogue strategy 376-80. EW: Apostrophes 419-21, Quotation Marks 422-7, Capitalization 437-40
W 2/12	P: <i>Memory due.</i> FG: Beginning 297-306 and Ending 307-11, Outlining 263, Drafting 266-8. EW: Assumptions 250-4, Word Choice 260-7, Figurative Language 267-9
M 2/17	Narrative Draft Due. In-class Peer-review. Workshop. FG: Assessing 269-74, Revising 275-9, Editing 282-5. EW: Subject-Verb Agreement 355-61, Coordination/ Subordination/ Emphasis 287-93, Consistency 295-8, Parallelism 299-302
W 2/19	Advanced Draft w/IG Due, Draft & Peer-Review turn in. Workshop. EW: Shifts 303-5, Conciseness 307-9, Variety 311-2, Modifiers 380-4, Comma Splices 385-90, Sentence Fragments 392-4
M 2/24	Lit. Narrative Essay Due. RR on “Metaphor and Society in Shelley’s <i>Sonnet</i> ” due. Bring <u>poem to class.</u> FG: Analyzing Text 52, 69-81, Literary Analyses 81-6, Comparing and Contrasting 348-54.
W 2/26	P: <i>Compare/Contrast due.</i> In-class RR quiz on “A Spirit Reborn” by William Safire 62-4. <u>Poem presentations.</u>
M 3/03	RR on “Juno: Not Just Another Teen Movie” by Ali Heinekamp due. FG: Evaluation 164-72, P: <i>Evaluation.</i> <u>Poem presentations.</u>
W 3/05	P: <i>Evaluation due.</i> <u>Poem presentations.</u> EW: Abbreviations and Numbers 442-6, Italics 448-9, Hyphens 450-2

M 3/10	Draft Due. In-class Peer-review. Workshop. EW: Commas 400-10, Semicolons 412-4, Other Punctuation 415-7, 428-34
W 3/12	In-class Essay #1.
M 3/17	Text Analysis Essay w/IG Due. Draft & Peer-review turn in. RR on “Does Texting Affect Writing?” by Michaela Cullington 87-95 due. FG: Report 87, 108-18. Lab Reports 173-82. Classifying/Dividing 342-46 P: Classification , in- class.
W 3/19	RR Quiz on “Paperclip Man” by Christian Danielsen 191-8. FG: Profile 191,198-203. P: Profile , in-class. Media/Design 575-619. Mid-term Evaluation.
3/24-31	No classes. 3/24-3/28 Spring Recess. 3/31 - Cesar Chavez Day.
W 4/02	Report Draft Due. 1 visual in the body of the Report due. In-class Peer-review. FG: Explaining Processes 382-6. P: Process , in-class.
M 4/07	Report Essay w/IG Due. Draft & Peer-review turn in. RR on “The Dark Side of Science” by Heather E. Douglas 124-7 due. FG: Argument 119, 135-49, Arguing strategy 323-40, Research 419-71. EW: Preparing for Research 187-241
W 4/09	In-class Essay #2. Review EW: 129-78 writing an argumentative essay.
M 4/14	RR on “Course Requirement: Extortion” by Michael Granof 205-13 due. FG: Proposal 205, Cause and Effect 318-21, Evidence/Sources/Plagiarism 475-9, Documentation Styles/MLA 480-523.
W 4/16	Sources (2) due-cited in MLA. FG: Defining 356-65, P: Definition , in-class.
M 4/21	Argument Draft Due. In-class Peer-review. Workshop.
W 4/23	FG: Abstract 150-54. P: Abstract , in-class. Annotated Bibliographies 155- 62
M 4/28	Argument Essay w/IG & Draft Due. RR “My Life as a Dog” 214-21 due. FG: Critical Reflection 214, 217-20. Review EW: Academic Writing 593-619, 623-63.
W 4/30	RR in-class on “Write for Your Life” by Anna Quindlen 235-7 due. FG: Mixing Genre 235-47, Portfolio 287-96.
M 5/05	Reflection Draft Due. In-class Peer-review. Workshop.
W 5/07	Advanced Draft w/ IG & Workshop Draft Due. Presentations.
M 5/12	Critical Reflection/Portfolio Due. Presentations.