

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 31, Spring 2014

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Office Hours:	Tue 1:30PM – 2:30PM and by appointment
Class Days/Time:	Tue & Thu 12:00 PM – 1:15 PM
Classroom:	BBC 128
Prerequisites:	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT
GE Category:	Written Communication A2
Course Website:	https://sjsu.instructure.com/courses/1068025

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.

Our course specifically focuses on critical thinking on issues such as race, gender, culture, etc. There is a strong relationship between thinking critically and writing well; the two skills help students construct stronger, more logical arguments that are key to clear and effective communication.

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/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Required Texts/Readings

Textbook

Everyone's An Author (with readings), 12th ed. Andrea Lunsford. W. W. Norton & Company, 2012. ISBN: 978-0393912012

Handbook

The Everyday Writer, 4th ed. Andrea Lunsford. Bedford/St. Martin's, 2010. ISBN: 978-1-4576-1267-1.

You will be required to read a series of sections from *The Everyday Writer*. The purpose of these readings is to generate familiarity with the writing handbook that will guide you through the remainder of your career at SJSU. *It is important to note that it is your responsibility to be reading your handbook outside of class.* You may be tested on fundamentals through pop quizzes and other exercises.

Other Readings

Throughout the semester other readings will be assigned, however these will be provided either online or in class.

Other equipment / material requirements

- Green book for in-class essays (*you will not be allowed to take the in-class essays without the green book*).
- Loose papers for journal writing and a binder (recommended)
- A physical or an online dictionary like WordWeb (recommended).

Canvas

The multimodal elements of the class will necessitate internet and computer use outside of the classroom. You will also need regular access to a printer. Please talk to me right away if this is a problem.

The course website is <https://sjsu.instructure.com/courses/1068025>. The syllabus, assignment details, grades, announcements, and all other course-related materials will be posted on Canvas. Please check Canvas regularly and keep yourself informed. You may be required to submit certain assignments on Canvas, and it is your responsibility to check Canvas for regular feedback on your work.

For Canvas submissions, please pay careful attention to due dates and times.

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.

Classroom Protocol

All members of our class need to feel comfortable exploring various modes of communication, and therefore hostile or derogatory speech concerning someone's race, sex, religion, ethnicity, sexual orientation, or intelligence will not be tolerated.

Electronic Devices All electronic devices – including cell phones, iPods, laptops, iPads, etc.—must be kept in your bag. Repeated unauthorized use of electronic devices will result in a deduction of participation points.

Participation

Participation will be crucial to your success in this class. As this class is based on discussion, group work, and many in-class activities, it is imperative that you come to class prepared to participate. Participation is also preparation, and it is an inseparable component to learning. To participate means that you prepare and craft all out-of-class essays in conjunction with our in class exercises and discussions. To participate means that you read all essays closely and carefully, and that you complete all reading responses before you come to class. To participate means that you are on time and ready to work when class starts. To participate means that you make significant effort to respond to, process, and share insights to questions posed in class. To participate means that you take notes and complete all in class exercises.

It is all right if you do not understand a reading, but please do not come to class without doing the reading.

There are certain days that are more crucial than others, so please look at the calendar carefully when making plans that interfere with class. *You will stand to lose up to 50 points, if you miss any mandatory peer workshop days.*

Class Policies Attendance This is a participation-based class. During each class session we will be working as a group, and these activities cannot be made-up if you miss them. I will hold you to college-level expectations concerning attendance. This means that you need to be in class and ready to participate every day. Should a conflict with your schedule arise, you will need to handle this as best as you can and communicate clearly and early with me. Habitual tardiness will not be tolerated.

Late Paper Policy Late papers submitted within 24 hours of the due date will receive a penalty of 20 points. No late papers after 24 hours of the due date will be accepted.

Assignments and Grading Policy

Major Assignments

Assignment	Due Date	Points	Word Count	SLOs
In-class Diagnostic Essay	Jan 28 th	CR/NC	500	2
In-class essays (3)	Feb 13 th , Mar 6 th , Apr 3 rd	CR/NC	500x3=1500	2
Memoir	Feb 11 th	100	1000	1,3

Film Review	Feb 27 th	100	1000	1, 2, 3
Narrative Essay	Mar 20 th	150	1000	1, 3
Argumentative Essay	Apr 22 nd	200	2000	1-4
Major Revision	May 6 th	100	-	1, 3, 4
Reflective essay	May 18 th	100	1000	1-4
Participation+ Journal, Pop Quizzes, Grammar packets	n/a	100+150=250	n/a	1,2,3

You will do a significant amount of writing in various forms for this course. Writing assignments are designed to help you practice prewriting, organizing, writing, revising, and editing. There will be four in-class essays and other out-of-class projects totaling a minimum of 8000 words, **all of which are required to pass this course**. The course has four in-class essays, and five full-length formal essays. The essays will focus on different rhetorical modes, all leading to argumentation and persuasion. Our last essay will be a reflective essay. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. In addition, for each essay, you will attend a peer-response workshop, which requires you to have a completed, formatted rough draft of your essay. Absence from the workshop or failure to have a completed draft for the workshop will result in deduction of points from the final draft of your essay. All out-of-class essays must be completed—and turned in on time—in order to be eligible to receive a passing score in the class. Out-of-class essays must be typed (Times New Roman, 12 point font) and double-spaced using MLA format.

Please note that every essay (both in and out-of-class essays) needs to have an appropriate title. “Argumentative essay” or “narrative essay” is not considered an appropriate title.

Instead of a final exam, you will write a critical reflection at the end of the class. 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. This course does not have a final exam.

Journals: There are **12 journal submissions** for this course. These are ungraded assignments, but your participation points depend on these journal writings. Please note that I will make comments and suggestions on each of your submission, but I will not give you points for every single submission. I will mark your submission with a check +/-

. Journal-writing counts only towards participation. That is, when you turn in **at least 10 journal submissions**, you will automatically get a participation score of 50 points. ***If you submit anything short of 10 journal writings, you forfeit the entire 50 points.*** The word count for each submission is 400-500 words.

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.

Grading Scale

All assignments must be completed to pass the class. A total of 1,000 total points possible for this course. No extra credit.

A+= 970-1000

A = 940 – 969

A- = 900 – 939

B+ = 870 – 899

B = 830 – 869

B- = 800- 829

C+ = 770 – 799

C = 730 – 769

C- = 700 – 729

D+ = 670 – 699

D = 630 – 669

D- = 600 – 629

F = less than 600.

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.

Revision Policy: In this portfolio class you are required to perform one major revision of one of the major essays (other than the argumentative essay). A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes. If you need help with revision, or with understanding the concept of “major revision,” I am happy to help you during office hours. I encourage you to research additional sources that would help strengthen your argument and also to focus on using appropriate diction.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Recording policies

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 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.

English 1A, Spring 2014, Course Schedule

Hbk: The Everyday Writer (Handbook); EA: Everyone's an Author with Readings

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thu Jan 23 rd	Introduction to the course and Canvas
2	Tue Jan 28 th	Hbk: Read "Language:" chapters 20 through 24. Diagnostic Essay
	Thu Jan 30 th	Read Ch 1. <i>Thinking Rhetorically</i> (EA)
3	Tue Feb 4 th	Read Ch 2. <i>Rhetorical Situations</i> and pg. 43 (EA); <i>Introducing Genres</i> pg- 57-60 (EA). Read <i>Literacy: A Lineage</i> (EA) Journal #1 Due
	Thu Feb 6 th	Read <i>Home Game</i> and <i>On Seeing England</i>
4	Tue Feb 11 th	Read Ch 11. <i>Writing a Review</i> (pg 229-245; pg 250-255) (EA). Journal #2 Due Assignment Due: Memoir
	Thu Feb 13 th	Finish Ch 11. Hbk: Read "The Writing Process:" chapters 7 & 8 <i>In-class essay #2</i>
5	Tue Feb 18 th	Read <i>Mad Men</i> and <i>Advertisements R Us</i> (EA) Journal #3 Due
	Thu Feb 20 th	Read Hbk: "Sentence Grammar:" chapters 31 through 38
6	Tue Feb 25 th	Read <i>The Social Network</i> (EA) Grammar Exercise #1 Due Journal #4 Due
	Thu Feb 27 th	Read Hbk: "Sentence Style:" chapters 25 through 30 Assignment Due: Film Review
7	Tue Mar 4 th	Read EA Ch 8. <i>Writing a Narrative</i> (pg 101-117; pg 122-127). Journal #5 Due
	Thu Mar 6 th	<i>In-class essay #3</i>
8	Tue Mar 11 th	Read Osondu's <i>Voice of America</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Read EA: <i>Serving in Florida</i> Journal #6 Due
	Thu Mar 13 th	Read Hbk 10b: "Get the most from peer review." Peer Workshop
9	Tue Mar 18 th	Read Amiry's <i>A Dog's Life</i> Journal #7 Due
	Thu Mar 20 th	Assignment Due: Narrative Essay
10	Tue Mar 25 th	SPRING RECESS- No Class
	Thu Mar 27 th	SPRING RECESS- No Class
11	Tue Apr 1 st	Read Hbk: "Punctuation and Mechanics:" Ch. 39 through 48 Read EA: Ch 7. <i>Arguing a Position</i> Journal #8 Due
	Thu Apr 3 rd	Read EA Ch: 22-23. <i>Quoting, Paraphrasing, Summarizing & Giving Credit, Avoiding Plagiarism</i> <i>In-class essay #4</i>
12	Tue Apr 8 th	Read EA: <i>The Role of Argument</i> : pg 268-304; pg 305-324 Grammar Exercise #2 Due Journal #9 Due
	Thu Apr 10 th	Read EA: <i>Should Everybody Write?</i> Read EA: <i>Why Colleges Shower Their Students with As</i>
13	Tue Apr 15 th	Read EA: <i>2B or Not 2B?</i> and <i>The Joy of Texting</i> Journal #10 Due
	Thu Apr 17 th	Peer Workshop
14	Tue Apr 22 nd	Read EA: Ch 26. <i>What's Your Style?</i> Journal #11 Due Assignment Due: Argumentative Essay
	Thu Apr 24 th	Read EA: <i>The Sims Medieval</i> and <i>Compulsory Reading</i>
15	Tue Apr 29 th	Read EA: <i>Undocumented Lives</i> Journal #12 Due
	Thu May 1 st	Discussions
16	Tue May 6 th	Assignment Due: Major Revision

Week	Date	Topics, Readings, Assignments, Deadlines
	Thu May 8th	Read EA: <i>Nation Shudders at Large Block of Uninterrupted Text</i> Discussions
17	Tue May 13 th	FINAL CLASS Peer Workshop

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 (SC)	May 14	Study/Conference Day (no classes or exams)
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