

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 39 Spring 2014**

<b>Instructor:</b>	Sally Ashton, MFA
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<b>Email:</b>	sally.ashton@sjsu.edu
<b>Office Hours:</b>	T 3-4pm & Th 10:30-11:30 a.m. and by appointment
<b>Class Days/Time:</b>	T/Th 1:30-2:45 p.m.
<b>Classroom:</b>	BBC 122
<b>GE Category:</b>	Written Communication A2

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/sally.ashton> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking your sjsu.edu email account.

**Course Description**

**Section 39:** Below you will find the course description that is common to every English 1A class. This paragraph describes our particular section. In section 39 we will pursue the stated 1A goals through process-focused writing with much time spent at writing exercises and assignments in and out of class in the proscribed journal. You will often work in a small-group setting during class time sharing ideas, writing, and co-leading one class discussion.

**All Sections:** 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.

## **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).

### **Academic Policies online:**

Students, 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](mailto:BFW.TechnicalSupport@macmillan.com)

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

### Other Textbook

- *The Curious Writer: Concise Edition. Fourth Edition*; Bruce Ballenger  
ISBN 0-205-87664-1

### Other Readings

Class handouts and printouts from class website as per my instruction

### Other equipment / material requirements

- 1 Mead Composition Book, **College Ruled**. No other journals accepted.
- Course Reader: Purchase at Maple Press after first day of class
- *American Heritage College Dictionary*. Paperback. Or similar portable text.
- 4+ yellow books (1 for diagnostic, 3 for in-class essays)
- **Stapler** (all papers *must* be brought to class stapled)
- 1 double-pocket folder
- Regular internet access, especially an email account for assignment updates

## Classroom Protocol

Come to class on time; don't check your texts while in class; use common sense and decent behavior. College students are adults; behave like one. Please do not eat in class.

## 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

**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.**

Letter Grade	Grade Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.00
F	0.0

- 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 to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from 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 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 weaknesses 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 too 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/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- 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.

A word about how I approach grading: I start looking at every composition by asking if it satisfies the requirements of the assignment. If it does, it will earn a satisfactory grade: C. If it does not satisfy the requirements, then the grade slides down to D or F. If the

composition does more than simply satisfy the requirements, then the grade slides up to A or B. I will complete a scoring rubric with each graded essay.

**Writing:** Writing assignments will give repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Eight essays are required—4 in-class and 4 out-of-class, for a minimum of **8,000 words**. This minimum requirement excludes reading responses, quizzes, and any brief or informal assignments. You must complete all 8 essays in order to pass this course.

(SLO1-4)

**In-Class Essays** (4) approx. 800+ words each: (20% final grade)

**Out of Class Essays** (3) minimum 1200 words each: (50% final grade)

#1 Literacy Narrative

#2 Personal Essay

#3 Writing a Proposal for Two Audiences

**Final:** Reflective Analysis Essay, minimum 1000-1200 words: (10% final grade)

**Journal:** As specified below, points accrued: (10% of final grade)

- In-class self-assessment, reading responses, and/or directed exercises will comprise part of each day. Bring your Composition Book to every class. (SLO 1, 2, 4)

**Participation** *In-class participation* in English 1A is **required**. It is rare that students who miss several classes pass the class. Much of your grade is based on activities that will be taking place in class. All Journal writing assignments are considered part of your participation grade as are all workshop dates. (SLO 1, 2, 3, 4) (10% of final grade)

- **Workshops** are an important component of the writing process and your final essay grade. You will bring **5 copies**(or as instructed) to class on the workshop date in order to participate. You will turn in critiqued copies with final essay as instructed: SAVE them. *If you miss a workshop, your essay will be graded down.* I have zero-tolerance for late arrival on workshop days: You Will Be Asked to Leave. (SLO 1, 2, 4)
- **Reading:** English 1A is a reading-based course. 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, all or most of the assigned essays will be related to readings. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Journal Responses prepared to discuss them in class. Occasionally, there may be reading quizzes. All readings in this course address diversity and contribute to effective writing strategies. ALWAYS bring your text to class (SLO 1-4).
- **Student Presentation:** Each student will participate in a group presentation and will be graded individually and as a group contributor (SLO 4).
- **Quizzes** (SLO 2, 3) Occasional quizzes will be based on current writing and/or reading discussions. Quizzes must be taken in class and cannot be made up. Unannounced quizzes may be given at my discretion.

- **Individual Conference** One conference with me by appointment is mandatory for each student. (Participation; SLO 1-4) This will be scheduled Tuesday, October 11. Time tbd.

Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. In-class exercises and quizzes also make up the participation grade:

- A –fully engaged; provides regular and helpful questions and comments
- B –active listening; occasional, pertinent questions and comments
- C –attentiveness questionable, little questions or comments posed
- D –unprepared for class, disengaged
- F –regularly absent, both physically and mentally

**Grammar:** Basic grammar will not be a major component of class content, BUT it is a major component of essay grades. It is your responsibility to complete all grammar exercises assigned and to seek additional support in the *Everyday Writer* text, *Learning Curve*, through LARC, or the [Writing Center](#). (SLO 3)

**Final Assignment:**

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.

Late Work. Late work receives a reduction of 1 grade if turned in the next class session. Otherwise, while you must turn every essay in to pass the course, it will be graded an “F.” **If** the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. **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. **For** extenuating circumstances, I must be contacted *before* the due date to consider an extension.

No Work by Email. No work in my mailbox. No exceptions. I do not accept work by email or in my campus mailbox. If you need to miss a class session, ask a classmate to turn in your classwork and to collect handouts and assignments for you. Otherwise, turn in the paper as “late” next class session.

Your Responsibility If You’re Absent. If you miss class, contact a classmate to get notes, assignments, etc. It is your responsibility to figure out what’s going on and to show up prepared the next class session. Please do not ask me to do extra things for you if you choose not to come to class.

**Always bring your journal and required text to class.** These are required for participation. If you’re not prepared to contribute to the class, be prepared to be asked to leave for the day.

**Homework format:** (this includes all Essays, and any work outside the Journal)

- \* All work must be typed, double spaced
- \* Use a 12-point Times Roman font
- \* Use standard MLA essay and heading format. (*Curious Writer* pg 312).
- \* Papers must be single-sided for the teacher (but copies for classmates for peer revision may be double-sided)
- \* Staple your papers BEFORE class. I do not accept unstapled work.(no paper clips, bent corners)

**Be Fully Present. No electronic devices are to be on/used/visible during class.**

Infractions will result in being dismissed from class.

### **Student Technology Resources (Optional)**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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. More information found here <http://www.sjsu.edu/at/asc/>

### **Peer Connections (Optional)**

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. See the Peer Connections website for more information <http://peerconnections.sjsu.edu/>

### **SJSU Writing Center (Optional)**



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.

## English 1A, Spring 2014, Course Schedule

PLEASE NOTE: Subject to change with advance notice from me given in class and follow-up email. Check daily.

Syllabus is open for adjustment at midterm at my discretion.  
If you are planning around post-midterm dates, see me as soon as possible.

*Curious = Curious Writer; EW = Everyday Writer*

Date	Homework Readings, Assignments DUE this date	Topics and Considerations
Th 1/23	Come to class ready to . . . . . Buy all required texts for Monday's homework. SEND an email to me for further info.	Roll! Course Introductions Syllabus Review Student Questionnaire
Tues 1/28	Bring all required materials today. 3X5 picture ID card Reading: <i>EW</i> pp. 12-17; <i>Curious</i> Chapter 1pp. 3-19 Journal: <i>Curious</i> Exercises 1.1, 1.2, & 1.4 (step one only)	Text review Writing as a Process: Discussion and in-class writing. 1.3 Video: (take notes) Writing expectations and situations Instructions for IC Essay #1: Diagnostic
Th 1/30	Reading: <i>Curious</i> Chapter 1 pp. 22-36(skip cell phone); <i>EW</i> pp 4-12 Journal: <i>Curious</i> Exercises 1.5 & 1.7 List: <i>EW</i> What are your top errors? BRING: Yellow book, dictionary, pens, Journal with completed exercises	<b>IC Essay #1 Diagnostic</b>
Tues 2/4	Reading: <i>Curious</i> p. 37 & Chapter 2, pp. 38-49 Journal: Exercises 2.1 & 2.3 and 30 Indispensable Tips response(via email)	Reading as Inquiry: Discussion and in-class writing Return Essay; Post-essay discussion, Ch. 1 review; Top Twenty Video: <i>Bard Behind Bars I</i> (take notes) Assign <u>OC Essay #1: Literacy Narrative</u> Volunteer Small Group Coordinators

Th 2/6	<p>Due: Typed IC #1, one copy WITH word count at bottom.</p> <p>Reading: <i>Curious</i> Chapter 2, pp. 50-66(skip ex. 2.4); <i>EW</i> 8a 8d 8e</p> <p><b>Journal:</b> pp. 57- 60 Exercise 2.5 Step 1-4.</p>	<p>Reading as Process: Discussion and in-class writing</p> <p>Literacy narratives, Peer Review discussion; Paragraphs</p>
Tu 2/11	<p>DUE: 5 copies(total) of Literacy Memoir complete Draft with Word Count</p> <p>Reading: <i>Curious</i> p. 96</p> <p>Workshopping the Draft.</p>	<p><b>Workshop:</b> Groups of 5, assigned</p>
Th 2/13	<p><b>OC Essay #1 DUE</b></p> <p>Reading: <i>Curious</i> p. 67 &amp; Chapter 3 pp. 69-73 &amp; 77-81.</p> <p>Journal: p.81 “Inquiring Into the Essay” #1</p>	<p>Workshop Review: Discussion &amp; writing; Chapter 2 review.</p> <p>Writing a Personal Essay: Discussion and in-class writing: Listing, Fastwriting Small groups. JOURNAL self-check</p>
Tu 2/18	<p>Reading: Personal Essay PRINTOUT from email PDF. Read intro &amp; “Spare Change”</p> <p>Journal: RR 1-3</p>	<p>Understanding Narratives: Discussion, Scene, dialog, action, detail</p> <p>In-class writing; QUIZ</p>
Th 2/20	<p>Reading: Personal Essay “When Dreams take Flight” AND <i>Curious</i> pp. 82-88</p> <p>Journal: RR # 1, 2, 3, 6 p. 86 Visual Prompts #1, 2, 3, 4.</p>	<p>Personal Essay: Topics and techniques Discussion, writing, small groups SIGN UP for midterm conference time.</p>
Tu 2/25	<p>Reading: <i>Curious</i> pp. 89-90 “Narrowing Down”</p> <p>Journal: p. 88 “What’s Promising Material” all 3 points. <b>Choose a topic for today’s IC essay.</b> THEN answer p. 90 “Questions for Reflection” dots 1-3 &amp; choose <u>one</u> from dots 4-6.</p>	<p><b>IC Essay #2</b> Draft 1, Personal Essay</p> <p>BRING: Yellow book, dictionary, pens. Journals will NOT be used for this draft.</p>
Th 2/27	<p>NO CLASS: <i>AWP Convention</i></p>	
Tues 3/4	<p>Reading: Personal Essay “Muscle Mystique”</p> <p>Journal: RR 2, 4, 5, 7</p>	<p>Description and Reflection Grammar Issues</p>

Th 3/6	Reading: <i>Curious</i> 98-101; <i>EW</i> 358-369 & 383 Journal: p. 100 #1-3	Description and Reflection Pass back IC Essay#2; Assign <b>OC Essay #2</b> ; Punctuation : ; ,
Tues 3/11	DUE: Typed original IC # 2, 1 copy with word count Reading: <i>Curious</i> 92-97 Journal: p. 93 "Evaluating Your Own Sketch" #1-4.	<b>Workshop:</b> Draft 1 Flash Review In-class Journal writing(p. 93)
Th 3/13	DUE: 5 copies(total) of Personal Essay complete draft Reading: <i>Curious</i> pp. 97-98; Journal: p. 98 "Polishing the Draft": Which checkmarks are you still concerned with?	<b>Workshop</b> Anonymous questions <b>QUIZ:</b> Punctuation : ; ,
Tues 3/18	<b>MIDTERM: Journal Due</b> PLEASE NOTE: Syllabus open for revision at midterm at my discretion.	CONFERENCES: Sign up for 10 minute slot. tbd Appointments held <b>in my office, FO 222.</b>
Th 3/20	Reading: <i>Curious</i> Chapter 5 pp. 137-146; <i>EW</i> 64-74 Journal: p. 146 #1 & 2	Assign OC #3 <b>Proposing a Solution</b> In-class writing <i>COMP</i> Handout; <i>Spartan Daily</i>
3/24- 3/28	<b>SPRING BREAK!</b>	No Classes this week.
Tues 4/1	<b>OC Essay #2 DUE</b> Your OC #3 Topic is DUE Reading: <i>Curious</i> 152-155; <i>EW</i> 36-44 Journal: <i>Curious</i> p. 153-154 Listing AND Fastwriting Prompts AND <i>Spartan Daily</i>	Writing To Make Something Happen in the World. Identifying a problem: topics, stance, audience Discussion, in-class writing (156-158)
Th 4/3	DUE: 5 copies(total) OC #3 Proposal Part 1 with word count 900+ Read <i>Curious</i> pp. 159- 164 before finishing draft.	<b>QUIZ</b> Proposal <b>Workshop</b> In-class writing
Tues 4/8	<b>OC Essay #3 Part 1 Due Formal Proposal</b> (word count 900+) <b>2 copies</b> Read <i>Curious</i> <b>Revising</b> p 164-165, AND 165-168, "Student Essay"	Discuss OC #3 Part 2 Audience/Evaluating student essay <i>Spartan Daily</i> In-class writings <u>Handout Group Presentation Guidelines</u>

Th 4/10	Reading: <i>Curious</i> Ch. 6 pp. 171- 178 Journal: p. 178 ex. 6.1, Step One and Step Two	Understanding/Evaluating Arguments Anonymous Questions. Small Groups meet to Plan
Tues 4/15	DUE: One copy(total) of <b>Part 2 Proposal</b> complete draft(300+) stapled to a blank piece of paper.	<b>Workshop:</b> FLASH Discussion Handout “More Sources Needed” Return 3.1
Th 4/17	Reading: <i>Curious</i> pp. 180-190 Tufte <i>Curious</i> Ch 9 pp.293-298 Journal: p. 190 Inquiring #1 & 2	In-class work Small Groups meet to Plan
Tues 4/22	<b>OC #3 Part 2 Due</b> (word count 300+) SMALL GROUP PRESENTATIONS: 1: Division & Classification 2: Comparison & Contrast 3: Analogy Reading: EW p. 82-88 Methods Reading: <i>Curious</i> pp. 299-303, AND Journal: p. 302 steps 1-5 ?	Citing Sources and Plagiarism In-class writing
Th 4/24	SMALL GROUP PRESENTATIONS: 4: Process 5: Problem and Solution Reading: <i>Curious</i> p. 191-193 Loye Young Journal: p. 193 # 1-4; Summarize chosen essay; Paraphrase par. 1; Choose one quote	Assign IC Essay #3(take home) In-class writing, Using Sources
Tues 4/29	<b>DUE: IC Essay # 3</b> , Before composing, review <i>Curious</i> p. 298 “Tips” 1-3.	In-class work <b>QUIZ:</b> Methods
Th 5/1	Reading: In-class Handouts Journal: In-class DUE: Portfolio Artifacts(graded essays, grade rubrics, Journal)	Assign: Essay #4: Reflective Analysis – Pass out and discuss portfolio guidelines Rhetorical devices and critical thinking skills for personal reflection

Tues 5/6		<b>IC Essay #4</b>
Th 5/8	DUE: 5 copies(total) Reflective Analysis Due  Reading: <i>Curious</i> pp. 213 “Revising the Draft” section  Journal: p. 215 answer each bullet as described.	<b>WORKSHOP</b>
Tues 5/13	<b>LAST DAY OF CLASSES</b> <b>OC #4 Reflective Analysis Due</b> <b>JOURNAL DUE</b>	Wrapping it up.... <b>QUIZ</b> Argumentation

#### 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