

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Sections 53&55, Spring 2014

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Office Hours: Mondays and Wednesdays 1:30-2:30 PM and by appointment
Class Days/Time: M/W 12-1:15 PM (53)
M/W 3-4:15 PM (55)
Classroom: Clark Bldg. 306 (Section 53)
Boccardo Business Center 121 (Section 55)
Prerequisites: EPT of 147 or higher, passage of LLD 1 or 2
GE Category: Written Communication A2

Mark Twain's Motto:

Writing is easy. All you have to do is cross out the wrong words.

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>

Other REQUIRED Textbooks

- *75 Readings Plus*, 10th Edition, Santi V. Buscemi and Charlotte Smith, McGrawHill, 2013. ISBN-13 9780077426446. [Reader]
- *The Curious Writer, Concise Edition*, 4th Edition, Bruce Ballenger, Longman, 2012. ISBN-10: 0205876641 or ISBN-13: 9780205876648 [Rhetoric]
- A short course reader (additional information and costs provided the first week)
- A college level Dictionary, such as *Merriam-Webster* or *American Heritage*

Other equipment / material requirements

- 3x5 index cards, large examination booklets, journal (we'll create the latter in class)

- A working email address that is **checked at least once daily** and turnitin.com account
- Please note:** Throughout the course you will be expected to bring print outs of your essays for peer review and photocopies of other materials. Please budget for these costs, if necessary.

Classroom Protocol

- You will be on time to class and stay the entire time.
- You will bring your books to each class meeting as required, or you will have to leave class.
- You will participate in class discussions, exercises, quizzes, and all other classroom activities. You will come to class prepared to participate, having read the assigned readings for the day, having completed any homework, and having prepared questions or comments about the assigned readings. If you are not prepared to participate in an appropriate manner, you will leave class for the day.
- You are welcome to bring a drink to class but please, no food (unless you're willing to bring enough for everyone). If you do decide to bring a beverage to class, bring one that has a lid / cap so there's less chance of spills.
- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the DRC. Electronic devices used during class will be confiscated for the class period and will lose participation credit.
- **All homework (aside from notecards) must be typed in a 12-point font, unless otherwise specified.** Missed homework assignments may NOT be made up without an acceptable excuse, and acceptable circumstances is determined by the instructor alone. Quizzes and other class activities may not be made up.
- If you miss a class, ask a classmate what you missed, including assignments.
- If you miss class due to illness, please contact me via email to let me know, and bring a doctor's note when you return to class with any assignment that was due on the day you missed.
- Essay assignments will be handed out in class and include due dates and additional requirements not listed above.
- Hard copies of essays and all other work will be handed in; **I do NOT accept emailed or faxed papers (essays, homework, reader responses, etc.).**
- You are responsible for all information emailed to you. It's best to check it every day. Also, be sure when you make an appointment to see any instructor (including myself!), please be respectful of their time. If you need to cancel, let us know in advance. And in corresponding via email, be sure to treat the email note as more formal than a text to your friend, addressing your instructor and signing your note with your name (first and last to avoid potential confusion) and the course section.

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

Academic Integrity: Plagiarism is the undocumented use of someone else's ideas, words, or

sentences. To present another's work as your own, even if you are paraphrasing, is plagiarism. All written work submitted in English 1A is expected to be original to you, to this course, and generated from the assignments given. That means you may not turn in an essay that borrows a paragraph from, say, an Internet source; it also means you may not turn in an essay (or even portions of an essay) you previously wrote or are writing now for another class. Allowing your work to be used by another student is another form of cheating and the “giver” will be held equally responsible. If you have any questions or concerns about what constitutes plagiarism, please see me for clarification rather than taking a risk. Plagiarism is a serious offense and will result in failure for that assignment and, depending on severity, for the course.

Readings: All readings must be done prior to coming to class for the day they are assigned. There will be assignments and quizzes based on the readings. Be prepared to discuss the readings in class, bringing pertinent questions or making helpful comments.

In-class essays: There will be 3 in-class essays throughout the semester, starting with the diagnostic essay.

- Bring large exam booklets, pens, scratch paper, and a non-electronic dictionary.
- In-class essays cannot be made up without a written medical excuse or other documentation I deem acceptable; within one week, there will be no penalty.
- You will stay the entire class period so bring a book if you finish early.

Out-of-class essays: There will be 3 (with an optional 4th essay – a revision) out-of-class essays throughout the semester. You **MUST** attach all drafts and process materials to the final copy to receive full credit.

- You will receive assignments detailing all of the requirements for out-of-class essays, including due dates and word requirements. All essays must be turned in on time, as a hard copy, at the beginning of the class on the day they are due.
- Late, excused essays may be accepted **only** with a written medical excuse by a doctor or other documentation the instructor deems acceptable; there will be no penalty within the first week.
- The penalty for late, unexcused essays is a 10-point (10%) deduction for each calendar day late. **No essays will be accepted later than one week after a deadline except in cases of dire emergency and approved by the instructor.**
- All out-of-class essays will follow MLA guidelines for formatting and citations; failure to follow MLA guidelines will result in point deductions. In addition to turning in the hard copy of the essay, all out-of-class essays must be uploaded to www.turnitin.com prior to coming to class on the day they are due. Failure to upload the essay will result in a grade of F. For each day the essay is submitted late to [turnitin.com](http://www.turnitin.com), I will deduct an additional 10%.
- Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.

<p>TECH ISSUES: Problems with technology are unfortunate but not extraordinary. Be prepared and plan ahead. My suggestion: ALWAYS EMAIL A COPY OF YOUR ESSAY TO YOURSELF – you can always print it using a campus computer if you run out of ink! Do not email your paper to me – I will not print out any copies of your essay for you. There will</p>

be **NO ACCEPTED EXCUSE** for not having a hard copy of an essay on a workshop or final due date.

Essay Format: Rough drafts and final essays must be typed. For final essays, be sure to include the following information at the top left-hand corner of your first page: Your name; your instructor's name; the course number and section; and the date. The essay assignment number; and a clever title for your essay (something other than Essay #1) should be centered on the line directly underneath your name. If any work is referenced in the text, a Works Cited page included at the end of the essay is mandatory. For both rough drafts and final essays: double-space your work; number your pages; use one-inch margins; and rely on 12-point fonts (Times New Roman or Arial only please). Staple and number your papers before coming to class. Please do not double-side essays as I may occasionally need that space for comments. **TYPE YOUR WORD COUNT AT THE BOTTOM OF THE FINAL PAGE.**

Rubrics: All essays are graded with a rubric that will be distributed and discussed in class. Including the rubric, essays will be marked and commented upon. Read all marks and comments. This feedback system is designed to help you improve your writing; you are responsible for understanding all marks and comments and showing progress in subsequent writing assignments by using the feedback provided.

Workshops: Out-of-class essays will be workshopped in class prior to the essay due date. A completed rough draft must be finished prior to the workshop; outlines, incomplete, and/or handwritten essays are not acceptable. The workshopped essays must be turned in with the final essay on the due date; failure to do so will result in a 10-point (10%) deduction of the essay grade. Workshops cannot be made up.

Homework: There will be homework assigned every week. Topics include: reader responses, questions about reading, paragraph revisions, grammar exercises, research assignments, and additional readings not on the syllabus. The nightly notecard assignments cannot be made up.

- All homework must be turned in on time by the due date and will count towards class participation. Homework cannot be made up without a written medical excuse or other documentation deemed acceptable by instructor; within one week, there will be no penalty.
- If you miss class, contact another student to get any homework assignments.

Homework assignments will be assessed on a point basis. The points are cumulative throughout the semester.

Late Work: I do not accept late work (except with approved documentation), or work over email.

Class Participation / Homework: Your presence in class for the entire class period is necessary for participation. (Attendance for this course means attending in both body and spirit. If you are ten minutes late to class, you will be counted as absent. If you fall asleep in class, you will be counted as absent. If you text or use a cell phone during class, you will be counted as absent. If you disrupt the class and are asked to leave, you will be counted as absent.)

Active class participation depends on work done outside of class, including reader responses, homework, and close reading. Class participation will be made up of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed as follows:

- A = Regular, helpful questions and comments; fully engaged
- B = Occasional, pertinent questions and comments; good listening
- C = Infrequent, tangential questions or comments; attentiveness questionable
- D = Rare interaction; disengaged from discussion; not prepared for class
- F = Regularly absent, physically or mentally

Part of the class participation of the grade is made up of all in-class activities and cannot be made up if you miss class, regardless of the reason.

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.”

The University Essay Final Exam: A common essay final shall count 20 percent toward the course grade. A single university-wide final will be developed around college-level reading passages each semester by the English Department Composition Committee. **Students must take the final exam in order to pass the course.**

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. Please save everything— notes, drafts, rubrics / comments from me -- throughout the semester. You may be asked to hand these materials in at the end.

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

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

A Note about Passing Grades: All written work (essays, reader responses, homework assignments) must demonstrate competency in the grammatical, syntactical, and mechanical conventions of Standard English in order to receive a passing grade.

All major assignments must be turned in both in paper and electronic forms (through turnitin.com) to receive a passing grade for this course.

Extra Credit: I may announce in class occasional small opportunities for extra credit. Points awarded on these short assignments will not exceed more than 1% of your total grade and must be submitted by the deadline I assign. If you reach the 1% maximum, no additional extra credit will be allowed. No other work may be submitted for extra credit

without prior approval by the instructor.

Your course grade will be determined as follows:

Essays: 65%

Essay #1: in-class essay, Diagnostic, 600 words 0%

Essay #2: out-of-class essay, Review, 1700 words 10%

Essay #3: out-of-class essay, Compare / Contrast, 1900 words 15%

Essay #4: in-class essay, Persuasive Argument, 700 words 10%

Essay #5: out-of-class essay, Analytical Argument, 2200 words 20%

Essay #6: in-class essay, Practice Final, 900 words 10%

OPTIONAL Essay #7: out-of-class essay, Revision (will be averaged with original score)

Class Participation and Homework: 15%

Final Exam: 20%

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.

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.

A Final Thought

Once you graduate with your Bachelor's degree, you will be among the top 1% educated people in the world. From this fact I would like you 1) take pride in this, and 2) don't take this opportunity for granted. Don't slack. Enjoy your time at SJSU and work hard.

English 1A, Spring 2014, Judnick's Course Schedule

Please Note: The schedule is subject to change with fair notice given through email or as announced in class. Additional grammar, reading, or other assignments may be added as appropriate.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M, 1/27	Intro. to / Expectations of Course; Syllabus Quiz; 6-word Memoirs (SLO 1-4) Homework (HW): Finish 6 word memoirs and bring next class; be ready for Diagnostic (Bring large examination booklets, pens, scratch paper, and a non-electronic dictionary to class)
	W, 1/29 - Essay 1	Essay #1: Diagnostic (SLO 1-4) HW: Read <i>Harry Potter</i> reviews (emailed); Read "Writing a Review" from <i>Curious Writer</i>
2	M, 2/3	Is this art? Why? / Discuss Reviews / <i>Writing Focus: Using Descriptive Language</i> / Assign Essay #2 - Review (SLO 1-4). HW: Read Coat and Notebook reviews (emailed). Print out two reviews from either magazines, newspapers, and/ or reputable online sources on a topic of your choice. Write one paragraph (5 sentences minimum) for each review explaining what points / ideas seem effective and why in the article. Which points don't seem to work?
	W, 2/5	Piecing Together Review Exercises; Finish Review Discussion HW: Bring two paper copies of your rough draft to next class, Read on "The Writer's Workshop" from <i>The Curious Writer</i>
3	M, 2/10	Workshop Essay #2 ; Review Editing Skills; <i>Writing Focus: Summary v. Analysis</i> (SLO 1,4) HW: Read "Two Views of the Mississippi," and "Grant v. Lee" (75 Readings +) – Write one question for each reading on your notecard
	W, 2/12	Introduce Essay #3 - Compare / Contrast (SLO 1-4); <i>Writing Focus: Organization and Structure</i> (SLO 1, 3,4) HW: Bring TWO copies of your final draft to class along with all drafts, submit to turnitin.com ; Read "Like Mexicans," "The Men We Carry in our Minds" (75+), and "Living in Two Worlds" (reader). Use your notecard to write 1 question for each essay.
4	M, 2/17 -- Essay 2 Due	Essay 2 Due – must be submitted to turnitin.com by midnight Comparisons of the three essays and their views on American Life; <i>Writing Focus: Writing Strong Statements</i> (SLO 1-4) HW: Read "Why are American Kids so Spoiled?" and "Remembering my childhood on the Continent of Africa" (reader) Type one paragraph (min 5 sentences) explaining what you believe each author feels about the childhood of American children. Type a second paragraph (min. 5 sentences) explaining if there are any differences or similarities in the beliefs of each author. Begin reading the long essays for the weekend.
	W, 2/19	Discussion of American Dream for Children; <i>Writing Focus: Avoiding Awkward Sentences</i> (SLO 3) HW: Read "The Last American Man" and "Death of An Innocent" (reader). Write

Week	Date	Topics, Readings, Assignments, Deadlines
		two questions FOR EACH ESSAY on your notecard.
5	M, 2/24	Discussion on American Dreams and Masculinity (SLO 4) HW: Bring two paper copies of your draft to class; read appropriate sections of “Advanced Revision Strategies” and “Using and Citing Sources” from <i>The Curious Writer</i>
	W, 2/26	CLASS CANCELLED
6	M, 3/3	Workshop Essay 3 – <i>Writing Focus: Integrating Quotations</i> (SLO 1-4) HW: Type and Complete the “Advice” Questions and bring them to class for discussion (handout)
	W, 3/5	How can you be persuasive?; <i>Writing Focus: Using Argumentative Language, Strong Verbs</i> ; Introduce Essays 4 and 5 – Persuasive In-Class; Argument Out of Class , (SLO 1-4) HW: Complete essay and bring a final copy; submit to turnitin.com ; Read the “most inspiring speeches” packet (email) and the accompanying instructions. Which inspires you the most and why? Reflect in at least one paragraph ; Read “Writing to Persuade People” in <i>The Curious Writer</i>
7	M, 3/10 Essay 3 Due	Essay 3 Due ; Writing a persuasive speech (SLO 1-4), <i>Writing Focus: Polishing Essays</i> (SLO 1,3) HW: Read “Why I want a Wife,” “The Company Man,” and “An Indian Father’s Plea” (75+) - Write a question for each reading on your notecard
	W, 3/12	Methods of Personal Arguments (SLO 1-4) HW: Read “Why I Quit Major League Baseball”, “Why We Crave Horror Movies” and “Why I Blog” (reader); write a question for each article on your notecard.
8	M, 3/17	Discussion of these “Why” persuasive essays HW: Be ready for the in-class Persuasive Essay
	W, 3/19 – Essay 4	In Class Essay 4 HW: Read “Censorship: Places I Never Thought I’d Be” (reader) – Write two questions for the reading on a notecard; Read appropriate sections from “Writing an Argument – the Writing Process” from <i>The Curious Writer</i>
9	SPRING RECESS – March 24-28	
10	M, 3/31	CAMPUS CLOSED
	W, 4/2	Discussion of Censorship; Banned Books (SLO 2,4) HW: “Why Johnny Can’t Write and Why Employers are Mad” and “Sometimes the Tough Teen is Quietly Writing Stories” (reader) – Write two questions on your notecard
11	M, 4/7	Education Discussion HW: Read “What is Poverty?” (75+) and write two questions
	W, 4/9	Poverty in America Discussion (SLO 4); <i>Writing Focus: Using research questions in</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>argumentative strategies</i> (SLO 1) HW: Read “Our Oceans are Turning into Plastic...are we?” (75+) and sample student essay (reader) – Write a question for the “Oceans” article on your notecard
12	M, 4/14	Environment Discussion HW: Read “Global Warming is Eroding Glacial Ice” and “Cold Comfort for ‘Global Warming’”(75+) – Write a question for each reading on your notecard
	W, 4/16	Environmental Discussion Continued HW: Bring in one article from a newspaper/magazine/news site that you feel is detailed, explained well, well-argued, or informative. Explain in a paragraph why you think this essay is important to share and why you think it fits one of the above categories.
13	M, 4/21	<i>Writing Focus: Integrating Sources</i> (SLO 1); Introduce Optional Essay 7 - Revision (SLO 1-4) HW: Bring THREE COPIES of your essay to the next class period. Email your thesis to Professor Judnick (maria.judnick@sjsu.edu) by Tuesday at midnight.
	W, 4/23	Workshop Essay 5 / Consult with Professor Judnick HW: Be working on edits! Bring updated copies of your essay to class!
14	M, 4/28	Workshop and Consult Essay 5 Continued / Introduce Essay 6 HW: Work on your essays!
	W, 2/30	Methods to Prepare for Final Exams HW: Be ready for your in-class final!
15	M, 5/5 Essay 6	Essay #6: Practice Final; (SLO 1-4): HW: Finish edits on Essay 5 – submit a copy to turnitin.com
	W, 5/7	Cumulative Review and Discussion of Essay 6 HW: Be prepared for the Final Exam! Submit Essay 5 to turnitin.com.
Final Exam	Saturday, May 10	8:00am – 10:00am, location TBD_____
16	M, 5/12 Essay 5 Due	Essay 5 Due; Optional Essay 7 Revision Due

Important SJSU dates Spring 2014

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
Saturday	May 24	Commencement