

San José State University
English Department
English 1a, Fall 2015: Sections 18 and 23

Instructor:	Linda Lappin (you can just call me Professor)	
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Office Hours:	10 to 11 am M/W and by appointment. <i>Also, there are required meetings-see schedule</i>	
Class Days/Time and classroom:	<u>Monday/Wednesday</u> Section 18: noon to 1:15 Section 23: 1:30 to 2:45	<u>Classroom</u> BBC 122 BBC 121
GE/SJSU Studies Category:	Written Communication A2	

Information available online

You are responsible for reading the following information is available 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

Prerequisites:

Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

Required Texts/Readings

The SJSU handbook

Keith Hjortshoj Transition to College Writing - 2nd edition Available most inexpensively online (8-22 dollars) and some chapters are scanned into the files folder on Canvas.

Other equipment / material requirements

- Journal—the composition notebook style, for daily work and reading notes
- Computer with internet access (for using Canvas and other assignments)
- Printer—keep lots of ink!(**printer problems not accepted**)
- Composition notebook and binder paper for class work (you must keep your handouts, returned essays, and other coursework organized)

— All essays must be turned in to Canvas in **MS word**.

Canvas

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our Canvas page. <http://www.sjsu.edu/at/ec/canvas/index.html>

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.

My goal for is that the work in this class encourages both self-analysis and critical examination of issues—through:

- Writing essays and responding to questions in your journals
- Revising essays while referring to markup notes (from peers and our conferences)
- Discovering your own reading and writing strengths and weaknesses by identifying highlighted issues in your returned essays.
- Two Group presentations on:
 - 1) Who you are—based on topic of first essay
 - 2) Your group's research
- Final reflection

Course Goals and Student Learning Objectives

Course Goals

By the end of this semester you shall demonstrate your writing competence in complete essays that reveal 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).

NOTE: This is *not* to say that you arrived here without many of these competencies—but this class will be an opportunity for you to further improve these competencies.

Student Learning Objectives:

These 5 areas of writing expertise are what your essays will be evaluated on your ability to:

SLO 1: Read actively and rhetorically

SLO 2: Perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 3: Express (explain, analyze, develop, and criticize) ideas effectively.

SLO 4: Use grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 5: Write for different audiences (myself, each other in this case)

Classroom Protocol

You will come to class on time—both awake and willing to engage. Respect yourself and your fellows by contributing in every way you can to your own education. Bring your books, the essays or presentations you are working on, and your binder with course handouts to every class! Electronics are allowed if not abused.

Make doctors' appointments for days you *don't* have class! (Fridays for instance!)

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.

Grades will be assigned ***by percentage*** of all work required

A = 100-93%	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		

Another note about grades

All grades will be posted on Canvas throughout the semester (and at the end, of course).

I will send out an email with your tabulated grade at the end of the semester—before the grades need to be posted to the college—so you can let me know if you think there has been a mistake.

1A Final Assignment:

For the 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. You will review your returned essays and write a brief reflection for each one in your journals.

Assignments, SLO's, Word Count, and points

Essays and Revisions = **75% of your grade for this course**

Essays	SLO	purpose	count	points
Essay 1	2-4	A diagnostic essay to determine your prior ability to summarize, analyze, and use English grammar.	500	25
Essay 2a	1-5	An essay synthesizing your first article and one you choose as your second article	1250	100
Essay 2b	2-4	A revision based on conference and peer reviews	1250	125
Essay 3	2-4	Proposal	250	25
Essay 3a	1-4	summarize, explain, analyze and synthesize your research	1500	135
Essay 3b	2-4	Revised per suggestions, adding new research as required	1750	225
Essay 4	(TBA)	In class essay testing one SLO	250	15
E5-Reflection	1-4	Reflection of writing process	1250	100

Non Essay work (SLO 1-5) = 25% of your grade for this course

Journal	(SLO 1-3)	with	points
J1	IN class questions, pre-work on E2	E2	25
J2	In class questions, pre-work on E3	E3	25
Annotation	(SLO 1a—reading)		
A1	First essay reading	E1	10
A2	Second Essay reading	E2	10
A3	Third essay reading	E3	10
Presentations	(SLO 1-5)		
P1	Your education (interesting visuals and discussion)	E2	35
P2	Research (informative visuals and discussion)	E3	35
Quizzes	(SLO 1)		
Q1	Transition orientation (in canvas)		10
Q2	On reading well		20
Q3	On writing well		20
Q4	Purpose of writing		10
Participation	In class discussion, group work, peer reviews, etc.		35
		total	250

TOTAL POINTS (Approx.) POSSIBLE 1000

A note to those who will need more help—I am available for one on one help with every essay.

Also—avail yourself of the following resources!

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.

<http://peerconnections.sjsu.edu/>

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>.



For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Course Schedule—Will be revised

some changes are usually necessary to adjust for the pace of the class—**this is not set in stone**

Week	Day/	Activities, homework
1	8/24	Intros, Course overview, and contract <u>Homework:</u> Essay 1 Pre-work , read the article: outline key points
	8/26	NOT in regular Classroom— in IS 134 — Essay 1 —Written from pre-work Submitting to Canvas <u>Homework:</u> Read Orientation in Transitions and take notes in your journal—take quiz in Canvas
2	8/31	Groups set up and Group contract designed Chapter 1 discussion—example of instruction <u>Homework:</u> Read your article, take notes in your journal
	9/2	Lecture: purpose of intro and thesis Thesis writing exercises, pre-work on introduction <u>Homework:</u> Read chapter posted in canvas on Reading Well , take notes in your journal and take quiz in canvas Type your introduction-thesis; write the topic sentences for the body paragraphs print out and bring to class next Tuesday

3	9/7	<u>Labor Day</u>
	9/9	<i>Essay 1 Returned—journal reflection on E1 assignment and outcome</i> Peer review E2 Introduction and thesis, topic sentences (typed) Lecture and workshop on writing annotation Lecture-workshop on conclusions: purpose and issues <u>Homework:</u> Complete Essay 2a, print for class next Tuesday
4	9/14	Peer review of essay with primary group Make revision notes in your journal <u>Homework:</u> review Reading well , for class discussion on Wedss
	9/16	Reading well Editing workshop E2 Due in Canvas by Friday Night
5	9/21	Discussion of Reading well Discussion about second article for E2b—synthesis <u>Homework:</u> Read Writing Well and take quiz in Canvas
	9/23	Writing well, discussion More work with articles <u>Homework:</u> Fill out issues sheet when your E2a assessment is posted Bring article outline and ideas for essay 2b
6	9/28	E2 a returned— Conferences Homework: <i>Revise E2 per conference notes with new article points discussed.</i>
	9/29	
	9/30	Begin writing E2b—including article
7	10/5	In journal—write response to assignment and markup—turn in with revision later Second group Discussion/perhaps peer review of analysis Presentation work <u>Homework:</u> <i>Revise E2b per peer notes</i>
	10/7	Presentations , Essay 3a assignment announced.
8	10/12	Presentations Essay 3a assignment discussion, <u>New groups formed</u> <u>Homework:</u> E2b due Friday night
	10/14	IS 134 –Essay 3a—Research essay <u>Homework</u> —Finish your research—make a list of possible directions you can go.

9	10/19	<i>E2b assessment comments will be online in Canvas, Write assignment response in Journals</i> Groups meet, discuss article and future research <u>Homework:</u> Finish proposal, per handout and print out for class.
	10/21	Bring research and outline to class, I will join groups and verify your direction. <i>Research issues discussed.</i> <u>Rhetorical analysis</u> <u>Homework:</u> complete any research and proposal—bring to class Monday Write draft of Essay 3a introduction, bring to class
10	10/26	Peer review of introduction and thesis—body and conclusion discussion <u>Homework:</u> rite full draft of essay 3a and print for class
	10/28	Peer review of essay so far Presentation work <u>Homework:</u> Turn E3a into canvas by Friday Night
11	11/2	Presentation work <u>Homework:</u> revise for content, big issues, print for class
	11/4	Presentations <u>Homework:</u> none this weekend!
12	11/9	Presentations <u>Homework:</u> read and take notes on <i>Whole Point of Writing</i> ,
	11/11	Holiday—Veterans day
13 Conference	11/16	<i>Conferences</i> <i>Review essay 3a, go over requirements for E3b</i> <i>Collect journals</i>
	11/17	
	11/18	
	11/19	
14	11/23	Essay 3b peer work. Discussion, the whole point of writing. <u>Homework:</u> TBA
	11/25	 Class may be cancelled depending on how caught up we are Essay 3b due in canvas by Friday

15	11/30	Journal questions on Whole point of writing. <u>Homework:</u>
	12/2	Critical thinking—preview of English 1b (English 2) <u>Homework:</u>
16	12/7	E3b returned online —fill out issues sheet and bring to class. Reflection essay peer review Portfolio discussion <u>Homework:</u> answer course review questions in Canvas.
		No more regular classes
Final		In room IS 134—in class Final Reflection essay
Weds	Dec 10	Section 18 from 9:45 to noon
Weds	Dec 16	Section 23 from 12:15 to 3:30

Free Pass

Note the expiration date and use *wisely*. Do not duplicate. Nontransferable.

Dog Ate my Homework—1 Free Pass

Pass entitles student to turn in any **homework assignment** up to one week late.
Simply attach pass to assignment and turn it in before the one-week grace period.
Print this out and turn in with late assignment

Do NOT duplicate. Nontransferable. **EXPIRES: November 23, 2015**

Name: _____ **Assignment:** _____