

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 27 and 28**  
**Fall 2015**

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<b>Office Hours:</b>	MW 10:30-11:30, and by appointment
<b>Class Days/Time:</b>	27 MW 13:30 28 MW 15:00
<b>Classroom:</b>	SH 348
<b>Prerequisites:</b>	EPT of 147 or higher, passage of LLD 1 or 2
<b>GE Category:</b>	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. Students will be introduced to citing sources.

**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:**

Students shall

LO 1: demonstrate the ability to read actively and rhetorically;

LO 2: demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;

LO 3: articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;

LO 4: demonstrate the ability to integrate their ideas and those of others by explaining,

analyzing, developing, and criticizing ideas effectively in several genres;

LO 5: demonstrate college-level language use, clarity, and grammatical proficiency in writing.

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

HYPERLINK "http://www.sjsu.edu/english/comp/policy/index.html" <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

Student learning resources

### **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**

Cohen, Samuel. *50 Essays*. 4th ed. Boston: Bedford/St. Martin's, 2014.

### **Other Readings**

See schedule below.

## **Classroom Protocol**

Unless you make arrangements prior to the class meetings in which they are due and cite compelling reasons, all out-of-class assignments must be turned in when indicated on the schedule, and you will be penalized one-third of a letter grade for each day they are late. I do *not* accept email submissions. No regular in-class work may be made up, including that missed because you were tardy. In-class essays may be made up only at my discretion.

## **Assignments and Grading Policy**

### **Course Assignments and Grading Breakdown**

<u>Assignment</u>	<u>Percentage of Total</u>	<u>Minimum Word Count</u>
Advertisement Analysis	10%	1,000
Essay Analysis	10%	1,000
Exploration Workshop Draft	5%	1,000
Exploration Revision	20%	2,000
In-class essays	20% (5% for each)	2,000 (500 each)
Workshop Responses	7.5%	1,200 (50 each)
Grammar	10%	n/a
In-class and home work	7.5%	n/a
Final	10%	n/a

You must complete all essays and the final assignment in order to pass English 1A. The

specifics of the essay assignments will be covered on the assignment sheets.

**Grading**

A-F, in which A ≥ 93%, A- ≥ 90%, B+ ≥ 87%, B ≥ 83%, B- ≥ 80%, C+ ≥ 77%, C ≥ 73%, C- ≥ 70%, D+ ≥ 67%, D ≥ 63%, D- ≥ 60%, and F < 60%. This class must be passed with a C or better to satisfy the prerequisite for English 1B and move on to CORE GE Area C3. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

**English 1A, Fall 2015, Course Schedule**

This schedule is a plan. As Robert Burns put it, "the best laid schemes o' mice an' men [and presumably women] gang aft a-gley," so be prepared for changes. You are responsible for all material covered and assigned in class, whether it appears on the schedule or not, so keep in touch. Complete reading assignments for the class date on which they appear. Print out the reading assignments on CANVAS, read them, and bring them to class.

Table SEQ Table \\* ARABIC 1 Course Schedule

<b>Week</b>	<b>Dates</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Aug 24, 26	Instructor's expectations and assumptions made plain;  DIAGNOSTIC TIMED ESSAY—bring green book (SLO 1,2,3,4,5).

2	Aug 31, Sep 2	<p>Reading: Aristotle (CANVAS) (PLO 1,3);  "Analyzing Arguments" (Lunsford 143-161) (PLO 1,3);  ADVERTISEMENT ANALYSIS ASSIGNED (PLO 1,2,3,4,5);  Grammar in Lunsford: 32 Verbs, 33 Subject-Verb Agreement (PLO 5).</p> <p>Reading: Daniel McKenzie (CANVAS) (PLO 1,3);  Bring magazine ads to class;  Grammar in Lunsford: 34 Pronouns (PLO 5).</p>
3	Sep 7, 9	<p><i>HAPPY LABOR DAY</i></p> <p>Reading: Albert Lee (CANVAS) (PLO 1,3);  Bring magazine ads to class;  Grammar in Lunsford: 35 Adjectives and Adverbs (PLO 5).</p>
4	Sep 14, 16	<p>Reading: Lisa Ou (CANVAS) (PLO 1,3);  Bring magazine ads to class;  Grammar in Lunsford: 36 Modifier Placement (PLO 5).</p> <p>TIMED ESSAY—bring green book (PLO 1,2,3,4,5).</p>

5	Sep 21, 23	<p>ADVERTISEMENT ANALYSIS PEER-REVIEW WORKSHOP (PLO 1);  Grammar Quiz—Parts of Speech (PLO 5).</p> <p>Reading: James Libby (CANVAS) (PLO 1,3);  ADVERTISEMENT ANALYSIS DUE (PLO 1,2,3,4,5);  ESSAY ANALYSIS ASSIGNED (PLO 1,2,3,4,5)</p>
6	Sep 28, 30	<p>Reading: Clergymen's Letter (CANVAS) (PLO 1,3);  Martin Luther King, Jr. (50 Essays 203-220) (PLO 1,3).</p> <p>Reading: Jonathan Swift (50 Essays 387-395) (PLO 1,3);  Grammar in <i>Lunsford</i>: 37 Comma Splices and Fused Sentences (PLO 5).</p>
7	Oct 5, 7	<p>Reading: Virginia Woolf (50 Essays 466-476) (PLO 1,3);  Grammar in <i>Lunsford</i>: 38 Sentence Fragments (PLO 5).</p> <p>TIMED ESSAY—bring green book (PLO 1,2,3,4,5).</p>

8	Oct 12, 14	<p>ESSAY ANALYSIS PEER-REVIEW WORKSHOP (<i>PLO 1</i>); Grammar Quiz— Sentence Boundaries (<i>PLO 5</i>).</p> <p>Reading: Sarah Vowell (<i>CANVAS: we will read in class</i>) (<i>PLO 1,3</i>); ESSAY ANALYSIS DUE (<i>PLO 1,2,3,4,5</i>); EXPLORATION ASSIGNED (<i>PLO 1,2,3,4,5</i>).</p>
9	Oct 19, 21	<p>Grammar Quiz—Chapters 32-38 (<i>PLO 5</i>).</p> <p>Reading: James Baldwin (<i>50 Essays 50-71</i>) (<i>PLO 1,3</i>).</p>

10	Oct 26, 28	<p>Reading: E. B. White (50 Essays 458-464) (PLO 1,3); Langston Hughes (50 Essays 182-184) (PLO 1,3); Audre Lorde (50 Essays 254-258) (PLO 1,3); Grammar in <i>Lunsford</i>: 26 Consistency and Completeness (PLO 5).</p> <p>Reading: George Orwell (50 Essays 295-302) (PLO 1,3); Sherman Alexie (50 Essays 15-19) (PLO 1,3); Brent Staples (50 Essays 394-397) (PLO 1,3); Grammar in <i>Lunsford</i>: 27 Parallelism (PLO 5).</p>
11	Nov 2, 4	<p>Reading: "Revise" (<i>Lunsford</i> 113-116) (SLO 1,2); "Edit" (<i>Lunsford</i> 117-120) (SLO 1,2); Grammar in <i>Lunsford</i>: 28 Shifts (SLO 5).</p> <p>Reading: "Workshop Etiquette" and "Workshop Logistics" (CANVAS); EXPLORATION WORKSHOP DRAFT DUE; Grammar Quiz— Syntax (SLO 5).</p>

12	Nov 9, 11	EXPLORATION WORKSHOP (PLO 1,3).  <i>HAPPY VETERANS DAY</i>
13	Nov 16, 18	EXPLORATION WORKSHOP (PLO 1,3).
14	Nov 23, 25	EXPLORATION WORKSHOP (PLO 1,3).  TIMED ESSAY—you will need green book (SLO 1,2,3,4,5).
15	Nov 30, Dec 2, Dec 7	EXPLORATION WORKSHOP #5 (SLO 1,3).  Grammar Test (PLO 5); EXPLORATION REVISION DUE (PLO 1,2,3,4,5).  All graded work returned; post mortem on the semester.
	Dec 11 12:15-14:30	Final Section 28
	Dec 16 12:15-14:30	Final Section 14