

San Jose State University
Department of English and Comparative Literature
English 1A—Composition 1 (GE Area 2)
Section 84 (# 50237 Seminar)
Fall 2015

Instructor: Carlos Mujal y Leon
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Office Hours: (T 8:45 – 9:45 PM) (W 8:45 – 9:45 PM)
Class Days/Time: Th; 6:00 – 8:45 PM
Classroom: Clark 316
Prerequisites: EPT of 147 or higher, passage of LLD 1 or 2
GE Category: Written Communication A2

Course Description: This is the first course in a 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 and, 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 for the EPT, such as LLD 2.

Course Goals and Student Learning Objectives:

(Upon successful completion of this course, students will be able to do the following:)
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, including proper citation.

- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives for GE Area A2:

SLO 1: Students shall demonstrate the ability to read actively and rhetorically.

SLO 2: Students shall demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance..

SLO 3: Students shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

SLO 4: Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

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

Information available online

You are responsible for reading the following information online at <http://www.shsu.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

1. 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/>)
 Online: <http://www.macmillanhighered.com/techsupport>

2. Kirszner, Laurie & Mandell, Stephen, *Patterns for College Writing*

(13th ed.) ISBN: 978-1-4576-6652-0

3. Sabin, William A., *The Greg Reference Manual* (10th ed.) ISBN: 13: 978-007293653

4. Sabin, William A., *Comprehensive Worksheets, The Greg Reference Manual* (10th ed.) ISBN: 0-07-293655-X

5. A college-level dictionary

6. 4 - 8 bluebooks for in-class essays

7. 2 yellow examination booklets for the final exam

Library Liaison for English Courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

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>

Writing: Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. Upon successful completion of this course, students will be able to complete the writings assignments.

- The number of writing assignments and their careful sequencing are as important as the total number of words written. Eight essays (four in-class and four out-of-class essays) totaling a minimum of 8000 words are required. Final revisions and drafts will consist of 4000 words. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments. However, it can include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not as simple “correcting” of mechanical errors noted on the original. Upon successful completion of this course, students will be able to complete these writings assignments with the proper word counts.
- Upon successful completion of this course, students will be able to complete writing assignments. How the 8000-word minimum will be met is indicated in the syllabus.
- Students shall receive frequent evaluations from the instructor. In evaluating student writing, evaluative comments will comment on specific features of individual papers. Essays will be revised, and comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Reading Assignments: Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you’ll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions. The required texts can be purchased at the San Jose State University Bookstore.

You will take frequent quizzes, meet with your peers for group activities, and participate in other classroom assignments related to the readings. In-class quizzes and worksheets will be assigned at the instructor's discretion.

Writing assignments: There are eight required essays: four in-class and four out-of-class. **You must complete all eight essays to pass the course.** The first essay, a diagnostic, will be completed during the second class meeting but will not count toward your course grade. All other essays will receive a letter grade based on the Departmental Grading Policy listed in the syllabus.

- **In-Class Essays:** Bring pens, your dictionary, and two large bluebooks to class. **In-class essays (at least 1000 total words) cannot be made up unless prior arrangements have been made with me** (only emergency cases will be considered). The maximum allowed credit for the make-up assignment is half of the original point Plan your schedule accordingly to avoid missing class on essay days. (Student Learning Objectives 2, 3, 4)
- **Out-of-Class Essays:** These 4 – 5 page (at least 1000 total words) essays must be typed in 12-point font, double-spaced with one-inch margins, and must conform to MLA citation and formatting guidelines. You must also provide the rough draft and workshop notes along with your final essay, when applicable. **Essays must be handed to me, in person, at the beginning of class.** Plan your schedule accordingly to avoid missing class when essays are due. A late assignment will **only** be accepted one week after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value. The only exception to this policy involves the “Letter to the Instructor” which will only be accepted on the due date listed in the syllabus. (Student Learning Objectives 2, 3, 4)

The Final: The mandatory final exam will be administered to all students on Thursday, December, 10, 2015 from 5:15 PM till 7:30 PM. It will be an in-class essay, and you will be required to bring two yellow examination booklets for this exam. Bring a dictionary (optional) and a blue or black pen. Electronic dictionaries will not be permitted. You will have 30 minutes for pre-writing and 60 minutes for writing. The common essay final shall count 20 percent toward the course grade. Students must take the final exam in order to pas the course.

Grading:

Assignments	Value
In-Class Essays 3 @ 5% (LO 1, 2, 3, 4)	15%
Out-of-class essays (4 @ 10%) (LO 1, 2, 3, 4)	40%
Workshops, quizzes, assignments (LO 1, 2, 3, 4)	15%
Participation	10%
Final exam	20%

Grading Policy: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing

should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

Note: Grades from A – F will be given; however, this class must be passed with a C or higher to move on to Core GE Area A3 and to satisfy the prerequisite for English 1B (English 2). Please remember that a C- is not acceptable for moving on to English 1B (English 2). 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.**

Academic Standards for Assessment:

The "A" essay (90 – 100 %) 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 of grammatical, mechanical, and usage errors.

The "B" (80 – 89%) essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some describable weakness 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" (70 – 79%) essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate examples 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" (60 – 69%) essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment – too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate examples 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" (0 – 59%) 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, or it may demonstrate a failure to follow instructions.

With regard to assignments submitted late, any assignments that is not turned in on time will be given ½ credit only if it is submitted at the next class meeting after the original due date.

Participation: Participation is a crucial to this class, and punctuality is crucial to participation. If it is necessary to miss a class, let me know well in advance. Please arrive to class on time and have your cell phones turned off.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's Catalog Policies section

at <http://info.sjsu.edu/static/catalog/policies.html>. Add-drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendar/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

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 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.

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 Academic Integrity Policy

Presenting the ideas or writings of another as one's own and not giving credit to the author is plagiarism. Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy can be found at <http://www.sjsu.edu/english/comp/policy/index.html>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Any act of plagiarism will result in automatic failure on the assignment and sanctions by the University. Again, please read the "Policy on Academic Integrity" printed in the SJSU *Catalog*.

Campus Policy on Compliance with Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities that require special accommodations must be registered with the SJSU Disability Resource. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. Please contact the Disability Resource Center (Admin 110) at 408-924-6000 or 408-924-5990 TTY as soon as possible. The DRC website is <http://www/drc.sjsu.edu/>

English Class Schedule for Spring 2015

Your texts are referenced below using the following abbreviations:

Patterns for College Writing (PCW)

Greg Reference Manual (GRM)

Everyday Writer (EW)

(All assignments for GRM and EW will be listed in class meetings)

DISCLAIMER: The instructor reserves the right to revise the course requirements and schedule.

Week 1 Introduction, Roll, and Syllabus
8/20

Week 2 **Essay #1**, in-class diagnostic (SLOs 1-5)
8/27 Essay #2 assigned, out-of-class Personal Narration (SLOs 1-5)
Forte, "My Field of Dreams" (PCW 106-111)
Diaz "The Money" (PCW 114-117)

Foster, "Living with Fire" (PCW 118-122)
Ch. 1, "Reading to Write: Becoming a Critical Reader" (PCW 13-16)
Assignments: EW & GRM

Week 3
9/3

WORKSHOP, Essay #2 (bring 3 copies to class)
Smith-Yackel, "My Mother Never Worked" (PCW 123-127)
Gansberg, "Thirty-Eight Who Saw Murder Didn't Call the Police"
(PCW 128-132)
Orwell, "Shooting an Elephant" (PCW 133-141)

Alexie, "Indian Education" (PCW 142-148)
Catton, "Grant and Lee, A Study in Contrasts" (PCW 393-397)
Brooks, "Sadie and Maud" (PCW 428-429)
Essay #4 assigned, out-of-class Compare and/or Contrast (SLOs 1-5)
Assignments: EW & GRM

Week 4
9/10

Essay #2 due, Personal Narration
Bredin, "Job Application Letter" (PCW 215)
Ku, "Midnight" (PCW 217-218)
"Four Tattoos" and other visual texts (PCW 222)
Manjoo, "No, I Do Not Want to Pet Your Dog" (PCW 224-229)
Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria"
(PCW 230-237)
Staples, "Just Walk on By: A Black Man Ponders His Power to Alter Public
Space" (PCW 238-243)
Rhode, "Why Looks Are the Last Bastion of Discrimination"
(PCW 244-249)
Kinkaid, "Girl" (PCW 259-261)
Szalavitz, "Ten Ways We Get the Odds Wrong" (PCW 250-258)
Chafets, "Let Steroids into the Hall of Fame" (PCW 21-23)

Chua, "Why Chinese Mothers Are Superior" (PCW 408-414)

Cotharn, "Brains versus Brawn" (PCW 377-382)
Tecson, "A Comparison of Two Web Sites" (PCW 382-386)
Ch. 2, "Invention" (PCW 29-50)
Assignments: EW & GRM

Week 5
9/17

Essay #3, in-class Exemplification (SLOs 1-5)
Essay #5 assigned, out-of-class cause and effect
Ch. 3, "Arrangement" (WW 51-64)

Rogers, "The Hidden Life of Garbage" (PCW 186-190)
Chopin, "The Storm" (PCW 198-206)
White, "Once More to the Lake" (PCW 191-197)
Hodgman, "No Wonder They Call Me..." (PCW 180-185)

Pellicane, "The Irish Famine" (PCW 330-334)

Coolidge, "Rube Goldberg Machine" (PCW 335)
Koerth-Baker, "Why Rational People Buy into Conspiracy Theories" (PCW 342-347)
Miriktani, "Suicide Note (Poetry)" (PCW 364-368)
Brooks, "The Movies That Rose from the Grave" (PCW 359-363)
Assignments: EW & GRM

Week 6
9/24

Essay #4 due, Compare and/or Contrast (SLOs 1-5)
Rodin, "The Kiss" (PCW 390)
Indiana, "Love" (PCW 390)
Williams, "Songs of Summer of 1963...and 2013" (PCW 403-407)
Laird, "I'm Your Teacher, Not Your Internet-Service Provider" (PCW 415-420)
Tannen, "Sex, Lies, and Conversation" (PCW 421-427)

"Cause and Effect" (PCW 319-329)
Ideas, "Plastic Bags: How Convenience Is Killing Our Planet" (PCW 335)
Hasselstrom, "A Peaceful Woman Explains..." (PCW 353-358)
Cousins, "Who Killed Benny Paret?" (PCW 337-341)
Graham, "The 'Black Table' Is Still There" (PCW 348-352)
Ch. 4, "Drafting and Revising" (PCW 65-79)
Assignments: EW & GRM

Week 7
10/1

WORKSHOP Essay #5 (bring 3 copies to class)

Ramos, "Just Say No" (PCW 543-547)
Allan and Thompson, "The Myth of the Student Loan Crisis" (PCW 578-585)
Lewis and Zaidane, "Here's Your Crisis: Student Loan Debt Isn't a Myth" (PCW 586-590)
Banks, "What Price Football?" (PCW 605-609)
Burleigh, "Would Football without Concussion Still Be Football?" (PCW 610-615)
Assignments: EW & GRM

Week 8
10/8

Jefferson, "The Declaration of Independence" (PCW 550-555)
Stanton, "Declaration of Sentiments" (PCW 556-562)
King, "Letter from Birmingham" (PCW 563-577)

Essay #5 due, Cause and Effect (SLOs 1-5)
Film & Written Analysis: "Reluctant Revolutionaries"
Assignments: EW & GRM

Week 9
10/15

Essay #6, in-class Argumentation (SLOs 1-5)
Chavez, "The Case for Birthright Citizenship" (PCW 593-597)

Will, "An Argument to Be Made about Immigrant Babies and Citizenship"

(PCW 598-602)
Golinkin, "Why Parents Should Let Their Kids Play Dangerous Sports"
(PCW 616-620)
Flynn, "Football Does a Body Good (Nannyism Doesn't)" (PCW 621-625)
Assignments: EW & GRM

Week 10
10/22

Skorton and Altschuler, "Do We Really Need More Guns on Campus?"
(PCW 628-632)
"Why Our Campuses Are Safer without Concealed Handguns"
(PCW 633-641)
"Why Our Campuses Are Not Safer without Concealed Handguns"
(PCW 642-654)
Wheeler, "There's a Reason They Choose Schools" (PCW 655-659)

Mitford, "The Embalming of Mr. Jones" (PCW 301-307)
Essay #7 assigned, out-of-class, rewrite of Essay #6 (SLOs 1-5)
Assignments: EW & GRM

Week 11
10/29

McGlade, "The Search" (PCW 272-276)
Hunt, "Medium Ash Brown" (PCW 277-279)
Fish, "Getting Coffee Is Hard to Do" (PCW 288-291)
Piven et al, "How to Retrieve a Candy Bar Stuck in the Lunchroom
Vending Machine" (PCW 292-295)

Miller, "Get It Right: Privatize Executions" (PCW 296-300)
Jackson, "The Lottery" (PCW 308-317)
Malcolm X, "My First Conk" (PCW 283-287)

Film: Written Analysis: "Malcolm X"

Logical Fallacies

WORKSHOP Essay #7 (bring 3 copies to class) (SLOs 1-5)
Assignments: GRM & EW

Week 12
11/5

Nguyen, "Goodbye to My Twinkie Days" (PCW 171-174)
Kirby, "Inked Well" (PCW 692--698)
Swift, "A Modest Proposal" (PCW 699-709)
Stevens, "Your Flip-Flops Are Grossing Me Out" (PCW 687-692)

Mahtab, "The Untouchable" (PCW 494-498)
Brady, "I Want a Wife" (PCW 502-505)
Burciaga, "Tortillas" (PCW 506-509)
Smith, "The Wife-Beater" (PCW 514-517)

Quindlen, "Homeless" (PCW 510-513)

Brown, "Love and Other Catastrophes" (PCW 518-521)
Essay #7 due, rewrite of Essay #6 (SLOs 1-5)
Assignments: EW & GRM

Week 13
11/12 Martinez, "What I Learned (and Didn't Learn) in College"
(PCW 440-445)
Zinsser, "College Pressures" (PCW 448-456)
Segal, "The Dog Ate My Disk, and Other Tales of Woe"
(PCW 457-462)
Assignments: EW & GRM

Week 14
11/19 Tan, "Mother Tongue" (PCW 463-470)
Ericsson, "The Ways We Lie" (PCW 471-480)
Eighner, "On Dumpster Diving" (PCW 672-686)
Collins, "Aristotle" (PCW 481-485)
Film
Assignments: EW & GRM

Week 15
11/26 **Holiday**

Week 16
12/3 **Essay #8**, in-class preparation for the final (SLOs 1-5)
Preparation for final exams

Mock Final/ Feedback
Assignments: EW & GRM

Last Day of Instruction
All Projects due/ Grade Evaluation

Week 17
12/10 **Final Exam** (SLOs 1 – 5)
Thursday, December 10 (5:15 PM – 7:30 PM)
Room: Clark 316

Assignments Descriptions:

[Connecting Student Learning Objectives, SLOs 1- 5 with Specific Assignments]

In-class essays (SLOs 1, 2, 3, 4, 5)

Out-of-class essays (SLOs 1, 2, 3, 4, 5)

Important SJSU Dates Fall 2015)

Tuesday August 18 Fall Semester Begins
Thursday August 20 First Day of Instruction
Tuesday September 1 Last Day to Drop Courses Without an Entry
on Student's Permanent Record
Monday September 7 Labor day – Campus Closed
Wednesday September 9 Last Day to Add Courses & Register Late
Thursday September 17 Enrollment Census Date **(CD)**
Wednesday November 11 Veteran's D- Campus Closed
**Wednesday November 25 Classes that start at 5:00 PM or later will not
meet**
Thursday November 26 Thanksgiving Holiday Campus Closed
Friday November 27 Campus Closed
Tuesday December 8 Last Day of Instruction – Last Day of
Classes
Wednesday December 9 Study/Conference Day (no classes or exams)
Thursday/ Friday December 10-11 Final examinations
Monday - Thursday December 14-16 Final Examinations
Thursday December 17 Final Examinations Make-Up Day **(MU)**
Friday December 18 Grade Evaluation Day **(E)**
Monday December 21 Grades Due From Faculty **(G)**
December 22 – January 26 Winter Recess