

San José State University
Department of English and Comparative Literature
English 1A (21727), Composition 1 (GE A2), Section 01, Spring 2015

Instructor:	Tommy Mouton, MFA
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Office Hours:	Wednesdays 3:30-5:00 p.m., and by appointment
Class Days/Time:	MW 7:30-8:45 a.m.
Classroom:	BBC 121
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

GE 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.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. Demonstrate the ability to read actively and rhetorically
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
3. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. Demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing

English IA Course Outcomes (CLO)

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 appropriate 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).

Required Texts and Materials:

The Curious Writer, Fourth Concise Edition

Print ISBN:9780205876648

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>

Other Readings:

All other outside reading materials will be provided

Materials:

One college-ruled notebook

Two pocket folders

Pens and Pencils

Stapler

One college-level dictionary

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>

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays:

San José State University shall provide accommodation on any graded class work or activities for any student wishing to observe religious holidays when such observances require you, the student, to be absent from class. It is your responsibility to inform me, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, you must notify me, in writing, at least three days before the date you will be absent. It is my responsibility to make every reasonable effort to honor your request without penalty. It is also your responsibility to make up all work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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.

Classroom Protocol

Attendance/Professionalism: You will arrive on time and be ready to work. Regular attendance is expected of you. If you are not present, you cannot participate. A lack of participation will adversely affect your growth as a writer and your overall grade in this course. Consider this your workplace: appropriate language, dress, and behavior are expected. Technology excuses regarding the failure to compose/type or print work will not be tolerated. Do not text or make/receive phone calls during class. Laptops/ipads, e-readers, etc., will remain off/closed during lectures. Please eat and drink prior to coming to class. In most instances, however, bottled water will be allowed.

Assignments

Writing/Essays (GELO's 2, 3, 4, 5): This class requires you to write a minimum of 8000 words, and at least 4000 of which must be in revised form. Four out-of-class essays will be assigned, along with approximately 3 in-class essays. All essays, including essay sketches, must be typed: (12pt. font, Times New Roman, Double-spaced, one inch margins, with page numbers and word count present somewhere on the page. For further reference, see "MLA Documentation" in your course reader. If you are absent on an in-class (I Believe Essay sketch; Cause and Effect essay sketch) essay sketch day, the essay sketch can only be made up by visiting my scheduled office hour(s) or by appointment (the week of). Essays are due on the "Due Date." For illnesses and emergencies, do plan on sending the essay with a classmate or have it submitted via email.

Revisions (GELO's 2, 3, 4, 5): In order to meet the department's 4000 word revision requirement, you will be expected to revise each essay draft. How will I know you have revised? You will turn in your original draft (i.e. the one with my comments) and your final revised essay. Your growth as a writer will only happen if you are in fact committed to revision. Failure to revise (i.e. to take my and, on workshop days, your peers' comments seriously) will negatively affect your grade.

Essay Reflections (GELO's 1, 2, 3, 4, 5): Each final essay draft will be accompanied by a thoughtful reflection, driven by inquiry. Your reflection is to be placed at the very end of your stapled essay. Reflection prompts will be provided.

Readings (GELO's 1): All assigned reading(s) must be completed prior to coming to class. Be prepared to discuss. Quizzes will often provide me the confirmation that you have read. So, be prepared! *Note: Concerning diversity, some assignments (reading and writing) may in fact address issues of race, class, and gender, etc. I expect you to have an open mind and respect the views of your peers as they will respect yours. Insensitivity will not be tolerated.*

Workshop (GELO's 1, 4, 5): On peer workshop days (approximately two), printed copies are required. Failure to make adequate group copies will negatively affect the essay's overall grade (by approximately 10%). Each student in the group is required to provide his/her feedback. Your workshopped essays must accompany your final essay. A manila folder, along with paper clips/clamps will help keep things organized. A lack of participation (making little to no comments on a peer's work) will negatively impact your grade and progress as a writer

Homework (GELO's 1, 2, 3, 4, 5): All assigned homework is due at the beginning of the class period. If you are late, your homework *will not* be accepted. If you are absent, you can pass your homework on to a classmate or submit the homework via email. If any homework is assigned (i.e. an addendum to what is on the syllabus) while you are absent, plan on contacting a classmate. Do not contact me! Late homework will not be accepted

Participation: Class participation (being present; engaging in class discussions) is expected of you. An unwillingness to participate will more likely than not keep you from growing and enjoying the class.

Extra Credit/Literary Events: If you find yourself in a pinch and would like to help yourself, attending a couple of on-campus literary events sponsored by the Center for Literary Arts (CLA) and the John Steinbeck Center can help. What's in it for you? On average I will award six points, which can be used to supplement poor quiz and homework grades/points. How do you earn the points: attend the reading; complete a short write-up. Below is a list of events I will attend. You are, however, welcome to attend any (on or off campus) event you like:

Wednesday March 4, 7:00 p.m. (MLK 590)

Former Steinbeck Fellow Charles McLeod reads from his new collection of short stories, *Settlers of Unassigned Lands*. Reception and booksigning to follow.

Thursday, April 2, 7:00 p.m. (MLK 225/229)

Andrew Lam is the author of a collection of short stories, *Birds of Paradise Lost*, about Vietnamese-American newcomers struggling to remake their lives in San Francisco, and two works of nonfiction – *Perfume Dreams: Reflections on the Vietnamese Diaspora*, winner of the 2006 PEN Open Book Award; and *East Eats West: Writing in Two Hemispheres*. His essays have appeared in the *New York Times*, *Los Angeles Times*, *Mother Jones*, and many other journals. The son of a Vietnamese general, he immigrated from Vietnam in 1975. Andrew Lam is the 2015 Lurie Distinguished Visiting Author at SJSU.

Wednesday April 15, 7:00 p.m. (MLK 590)

2014-2015 Steinbeck Fellows Cara Bayles, Yalitz Ferreras, and Reese Okyong Kwon, read from work in progress. Reception to follow.

Final Exam (GELO's 1, 3, 5): Your final will consist of a comprehensive exam on class readings, along with grammar and mechanics. You must take/complete the final exam in order to pass this 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 you, the student, is a capable college-level writer and reader of English.

A+ (100-97)	A (96-94)	A- (93-90)
B+ (89-87)	B (86-84)	B- (83-80)
C+ (79-77)	C (76-73)	C- (72-70)
D+ (69-67)	D (66-65)	D- (63-60)
F (0-59)		

- 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.

Note: All essays are graded with a rubric, per that essay’s essential rhetorical characteristics

You will be graded out of 800 points. For easy referencing, see the chart:

Grades	A+	A	A-
Points	800-776	775-752	751-720
	B+	B	B-
	719-696	695-672	671-640
	C+	C	C
	639-616	615-592	591-560
	D+	D	D-
	559-536	535-512	511-480 Note: 479 and below=F!

**Your course grade will be determined as follows: Essays:
(Total: 400 points)**

Essay #1: IC essay, (GELO 5)-**Diagnostic**, 500-600 words 0%

Essay #2: OC essay, (GELO 2, 3, 5)-**Literacy Narrative**, 800-1000 words (100 points)

Essay #3: OC essay, (GELO 2, 3, 5)-**Personal Essay**, 1000-1200 words (100 points)

Essay #4: OC essay, (GELO 1-5)-**Argumentative Essay**, 1200-1500 words (100 points)

Essay #5: OC essay, (GELO 1-5)-**Critical/Analytical Essay**, 1200-1500 words (100 points)

Homework: Two essay sketches (forty points) and six assignments (100 points); Quizzes: five in-class (100 points); Essay Reflections: four at twenty-five points (100) Final Exam: (100 points): (Total: 400 points)

English 1A, Spring 2015 Section 01

Course Schedule

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
1	M 1/26	Course introductions Syllabus Review Student Introductions	Buy Textbook: Log on and review The Everyday Writer online“
1	W 1/28	Diagnostic Essay #1	Read from <i>The Curious Writer/TCW</i> (57-60) Complete Exercise 2.5, Steps 1-4 (i.e. read “The Importance of Writing Badly” and complete double-entry journal (HW 10 pts.)
2	M 2/2	“The Importance of Writing Badly” Discussion Reading as Inquiry Purposes of Academic Reading Rhetorical Choices Reading Perspectives	Quiz #1 Assigned Complete Ch. 2 Reading <i>TCW</i> (39-55)
2	W 2/4	Quiz #1 Diagnostic Debrief Read from “This I Believe” handout	Read Ch. 1 <i>TCW</i> (3-18) Complete Exercise 1.1, along with “Journal Prompts” bullets, found on (5-6) (HW 10 pts.)

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
3	M 2/9	Begin "This I Believe" essay sketch	Work on "This I Believe" essay sketch (300 word maximum) (ES 20 pts.)
3	W 2/11	Share-Out "This I Believe" sketches Ch. 1 Discussion: Critical vs. Creative Thinking... Answering the "So What" Question	Read "On Keeping a Notebook" Complete Exercise 1.3 (Literacy Narrative) Choose two topics and write a one page response for each (HW 10 pts.)
4	M 2/16	Literacy narrative prompt share-outs; discussion on tense and narrative structure (scene-summary-reflection)	Essay #2 Literacy Narrative Assigned (300-400 words)
4	W 2/18	Literacy Narrative Draft Due Group Workshops	Read from Ch. 10 TCW (371-376)
Friday 2/20 Draft/my comments returned			
5	M 2/23	Ch. 10 Discussion Four Levels of Writing "Divorcing the Draft" Categories of Revision	Revise Literacy Narrative
5	W 2/25	Essay # 2 Literacy Narrative Due Grammar Diagnostic Top 20 Common Errors from <i>The Everyday Writer/TEW</i>	Study for Quiz #2: Ch. 1, Ch. 10, Grammar handout
6	M 3/2	Quiz #2 Read Ch. 3 TCW (69-73) Begin reading "Under the Influence"	Read "Finding Voice" handout

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
6	W 3/4	Continue and complete reading "Under the Influence" Where Does "I" Stand Discussion	Read "Taking Shape" handout McLeod Reading 7p.m. (MLK 590)
7	M 3/9	Scene-Summary-Reflection Discussion	Persona Essay #3 Assigned (500-600 words)
7	W 3/11	Personal Essay Draft Due Tense Talk! Read Connie Wieneke's "Snakebit"	Study for Quiz #3
Friday 3/13 Draft/my comments returned			
8	M 3/16	Quiz #3 Frame Narration: Read "Everything Stuck to Him"	Revise Personal Essay (1000-1200 word maximum)
8	W 3/18	Revised Personal Essay #3 Due Personal Essay Share-outs	Have Fun!
Spring Recess/Break 3/23-3/27			
9	M 3/30	Read "Devastating Beauty" from <i>TEW</i> Complete Listing Prompts 1-3 <i>TCW</i> (195) Begin Cause and Effect Sketch	Read Ch.6 <i>TCW</i> (171-184) Complete Cause and Effect Sketch-500 words (ES 20 pts.)
9	W 4/1	Cause and Effect Essay Sketch Due Discuss Elements of Arguments	Essay #4 Argumentative Essay Assigned (800-1000 words)

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
		Ethos, Logos, Pathos Logical Fallacies	
10	M 4/6	Argumentative Draft Due Argumentative Discussion Read excerpt from: "The Great Forgetting"	Ch. 9 TCW (293-303) Complete Exercise 9.1 "The Accidental Plagiarist" steps 1-3 (HW 10 pts.)
10	W 4/8	Plagiarism Discussion Using and Citing Sources	Study for Quiz #4 from Ch. 6 TCW
11	M 4/13	Quiz #4 Grammar Talk! Draft/my comments returned	Read "The Imperiled Promise of College" Answer assigned reading prompts
11	W 4/15	Essay Discussion Identify claim, reason, evidence, counter argument	Revise Argumentative Essay (1600-2000) words Complete MLA works cited page Steinbeck Fellows Reading 7 p.m. (MLK 590)
12	M 4/20	Argumentative Essay #4 Due Begin reading Ch. 7 TCW (219-222)	Read "Hold the Mayonnaise" handout Complete double-entry journal, along with Inquiry questions (explore, explain, evaluate, reflect) (HW 10 pts.)
12	W 4/22	"Hold the Mayonnaise" Discussion A writer's purpose	Analysis Essay #5 Assigned from Eric Liu's essay "Notes of a Native Speaker" (800-100 words)
13	M 4/27	Analysis Essay Draft Due Analysis Discussion: Where Does "I" Stand; Drafting Methods TCW (250-251)	Read "Lullaby" TCW (225-232) Complete Inquiring into the Story (232) (HW 10 pts.)
13	W 4/29	"Lullaby Discussion" Read Student Sketch (247-248)	Complete Peer Reviewers Questions, along with "Reflecting on the Draft," TCW (252) (HW 10 pts.)

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
14	M 5/4	Read Student Essay <i>TCW</i> (254-255) Discuss Where Does "I" Stand Tense Methods of Development Draft/my comments returned	Study for Quiz #5 Ch. 7 and Grammar
14	W 5/6	Quiz #5 Read "The Writer in the Family"	Revise Analysis Essay #4 (1600-2000 word maximum)
15	M 5/11	Analysis Essay #5 Due! Grammar Talk Discuss "Final Exam"	Begin Studying for Final
15	W 5/13	Final Review	Study for Final!
Final Exam (Sec. 01)	M 5/18	7:15-9:30 Location: BBC 121	Click on the link below to see all Final dates and times: http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html

Important Dates for Spring 2015

Thursday, January 22

First day of Spring 2015 instruction
First day of Pro-rata Refund/Calculation Schedule

Thursday, January 22 - Tuesday, February 10

Late Registration period for Spring 2015 semester

Tuesday, February 3

Last day to drop courses without an entry on student's permanent record
Last day to drop courses with adjustment of registration fees

Saturday, February 7

WST Exam

Tuesday, February 10

Last day to add courses for Spring 2015
Last day to submit Audit/Credit/No Credit grading

option

Last day to submit Instructor Drops

Friday, February 13

Spring 2015 Payment Due Date (if registered 01/8 - 02/10)

Wednesday, February 18

Enrollment census date

Monday, March 16

Spring 2015 Final Payment Due Date (if participating in IPP)

Monday - Friday, March 23 - March 27

Spring Recess - no classes

Tuesday, March 31

Cesar Chavez Day - campus closed

Tuesday, April 7
Last day for a Pro-Rata refund

Thursday, April 23
Last Day to withdraw for Spring

Saturday, April 25
WST exam

Saturday, May 2
EPT/ELM exams

Saturday, May 9
TEAS Exam

Wednesday, May 13
Spring 2015 - Last day of instruction

Thursday, May 14
Study/Conference Day (no classes or exams)

Friday, May 15 - Thursday, May 21
Spring 2015 final examinations

Friday, May 22
Spring 2015 final examinations make-up day

Saturday, May 23
Commencement

Monday, May 25
Memorial Day - Campus closed

Wednesday, May 27
End of Academic Year
End of Spring Semester
Spring 2015 grades due from faculty

Wednesday, May 29
Spring 2015 grades viewable on MySJSU