

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A Section 7, Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Emily Selle
<b>Office Location:</b>	FOB 112
<b>Telephone:</b>	TBA
<b>Email:</b>	emily.selle@sjsu.edu
<b>Office Hours:</b>	M/W 11:00 am-12:00 pm (or by appointment)
<b>Class Days/Time:</b>	M/W 9:00 am-10:15 am
<b>Classroom:</b>	BBC 121
<b>Prerequisites:</b>	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
<b>GE/SJSU Studies Category:</b>	Written communication A2

**GE A2 Course Description**

Written Communication 1 cultivates an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

**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.

**Course Goals**

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.
- 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).

### **GE Learning Objectives (GELO)**

GELO 1: Students will demonstrate the ability to read actively and rhetorically.

GELO 2: Students will 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.

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

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

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

### **Policies**

Please be familiar with the following information at

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

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA policy)
- Adding and dropping classes
- Grading policy

### **Course Theme**

In this class, we will often focus on and analyze the different ways personal and cultural identity is presented and represented in film, television, and other media.

### **Required Texts**

- Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. NY: Norton, 2013. ISBN# 978-0393919462.

### **Recommended Texts**

- *The Everyday Writer* by Andrea A. Lunsford

### **Other equipment / material requirements**

- Green books for in-class essays
- Note book or loose leaf paper for journal entries
- College-level dictionary

- Computer access is a must, as we will be using Canvas. (<http://www.sjsu.edu/at/ec/canvas/>) to access class documents and to submit writing assignments.

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 hours (at 3 hours per unit per week, a 3 unit class would account for 9 hours per week) 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 [www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

### **Reading: GELO 1**

Readers make good writers, so English 1A is a reading intensive course. The reading assignments are therefore crucial to this class. Keep up with the assigned reading, as most discussions and in-class work will center on them. Daily readings will include essays from the *Norton Sampler*, as well as occasional supplementary materials.

### **Writing**

Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. There is an 8,000 word minimum requirement for passing this class, 4,000 of which will be in revised form. In order to receive a passing grade for the course **all writing assignments must be completed.**

Writing assignments consist of out-of-class and in-class essays, as well as various class exercises.

### **Three out-of-class essays: GELO 1-5**

- 1,500 words (roughly five pages).
- All essays must be typed, times new roman, 12-point font, double-spaced, 1-inch margins, and meet MLA format. See *The Everyday Writer* or the OWL guide (<https://owl.english.purdue.edu/owl/resource/747/01/>) for help.
- In this class, the writing process is just as important as the final product. Therefore, we will place a great deal of emphasis on revision. For the out-of-class essays, you will submit a hard copy of your first draft to me. I will return first drafts with feedback, but will not grade them. **I will not accept a final draft without some kind of first draft.**
- Peer review
  - To emphasize the importance of analytic reading, revision, and process, we will have several peer review workshops. **Attendance during workshop days is mandatory!**

### **Four in-class essays: GELO 2-5**

- 650 words written neatly in blue or black ink in a green book during one class period.
- Topics will be discussed and prepared for in advance, but I will give you specific prompts at the time of the exam.
- If you must be absent on an essay exam day, I will allow you to make up the exam **within one week**. Please let me know you will be absent in advance in order set up a make-up

time (most likely during my office hours). I will allow only **one** make up exam so use this chance wisely! If you miss more than one essay exam, you will not be able to make it up.

### **Final project: GELO 1-5**

In lieu of a final exam, there will be a final portfolio project, which will be a collection of all of your polished essays and a revision of your best in-class essay. On final exam day, we will meet to present and discuss your final projects.

### **Participation**

Points are to be earned for participating, not just showing up to the classroom. Therefore, you must engage with discussion. If you attend all class meetings, pay attention, and speak your opinion, then you will get all participation points.

### **Reading Responses: GELO 1, 2, 4, 5**

Before the start of each week, I will post a discussion topic on Canvas regarding the assigned readings. By midnight before class, you must post a short response to the discussion thread. Responses should be about two paragraphs long (100-150 words).

### **Journals and in-class writing:**

On most days, we will do some kind of in-class writing. This may include free-writing, brainstorming, journaling, and group work.

### **Quizzes:**

We will have three quizzes on the syllabus, MLA formatting, and grammar.

### **Classroom protocol**

- In English 1A, you will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups. Be respectful and supportive of your classmates during discussion and class activities. All members of the class should be able to feel comfortable and safe to explore various modes of communication.
- Always bring your book to class.
- Come to class on time. If you must leave class early, let me know beforehand. Do not simply pack up and leave in the middle of class time.
- Participate and be engaged in class discussion. This is the most important part of being in class! I expect you to contribute to discussion, listen respectfully to others, take notes, and come to class with **readings and assignments completed**. If you are not prepared or do not wish to be in class, then do not come. It is a waste of time and is disrespectful to those who are prepared and engaged. You will not receive participation points for being in class without doing the work.
- Do not sleep in class. If this becomes a habit of yours, I may ask you to leave. If you are tired, stay home. You will not learn anything from the class if you are unconscious.
- Absolutely **no cell phones** or other unauthorized devices. It is extremely distracting and unnecessary. If you are using a device during class, you will lose the day's participation points. If it becomes a chronic problem, I may ask you to leave class.

- Unless you have a documented daily need for a laptop, they are unnecessary and unwanted during class time. You may use them during workshops.
- Food and drinks are allowed, but be reasonable.
- Regular attendance is paramount in your success of this course. Everyone has to miss class occasionally, but absences **will** affect your performance. You are responsible for missed classes. Unless it is to let me know if you need to miss an exam or workshop, **do not** contact me about missed classes. Talk to your classmates about what you missed and be familiar with the schedule. Of course, if you will be missing more than one class at a time due to extenuating circumstances please let me know.
- Do not be a stranger! If you have questions about assignments, need help, or simply want to talk I am available! Please, come during my office hours or make an appointment with me. Seriously, do it. It works! It is the best! Although I have my own classes to attend in the evening, I am on campus all day Mondays, Wednesdays, and Thursdays. If my office hours do not work for you let me know and we can schedule an appointment. Email me in the morning, and I can meet you in the afternoon. I am very flexible about meeting times; however, I commute from Oakland (via public transportation no less) so keep in mind that it is not easy for me to get to campus quickly. **Visiting during office hours is the best way to discuss assignments, grades, and various other questions.** Email is second best, of which I am very good at responding. Please do not ambush me with questions about your grade or assignments when I am getting ready for class. You will not receive the attention or solution you are looking for and it will delay the start of class.

**Late Policy:**

I will accept your out-of-class essays **up to one week** after the due date, at a significantly reduced grade. For each calendar day that your essay is late, it will be graded down one-half a letter grade. For example, an "A" quality paper turned in one week late will receive no higher than a "C" and a "C" quality essay will most likely receive an "F". I will not accept late essays after one week and I will not accept anything other than essays. I will not accept late reading responses, journal entries, etc. In extenuating circumstances, contact me **before** the due date so we can plan accordingly.

**Religious Holiday Accommodations:**

Let me know as soon as possible if you will be missing any exams or workshops due to religious holidays not observed on SJSU's academic calendar.

Please be familiar with SJSU policy on religious holiday accommodations here:

<http://www.sjsu.edu/senate/docs/S14-7.pdf>

**Grades and points**

**Note: Students must receive a C grade or better to pass English 1A.**

In-class Essays (4 x 650=2,600 words)	20%	(200 points)
Out-of-class Essays (3 x 1500=4,500 words)	45%	(450 points)
Participation, Quizzes, Response Papers, Journal Entries (800 words)	20%	(200 points)
Final Portfolio (1,000 words)	15%	(150 points)

**Point Breakdown:**

You can earn up to 1,000 points in this course.

A (93%-100%) = 930-1,000 points	C (73%-76%) = 730-769 points
A- (90%-92%) = 900-929 points	C- (70%-72%) = 700-729 points
B+ (87%-89%) = 870-899 points	D+ (67%-69%) = 670-699 points
B (83%-86%) = 830-869 points	D (63%-66%) = 630-669 points
B- (80%-82%) = 800-829 points	D- (60%-62%) = 600-629 points
C+ (77%-79%) = 770-799 points	F (0%-59%) = 0-599 points

**English Department Grading Policy: (found at <http://www.sjsu.edu/english/comp/policy/index.html>)**

English 1A: 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. A grade of C- means you must repeat English 1A and receive a C or better before taking English 1B. **If you enroll in 1B without receiving a C or higher in 1A, you will be dropped from the course before the semester begins.**

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. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

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 construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of 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 describable 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 weakness 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 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 usage errors that render some sentences incomprehensible.

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.

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

### **Resources:**

I highly recommend taking full advantage to all of the following resources:

#### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

#### **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**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become 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.

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 10<sup>th</sup> 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.

## English 1A section7 spring 2015 course schedule

\*Schedule subject to change with fair notice

Week	Date	Monday	Wednesday
1	Jan 26-28	Introduction to the class	<b>Essay #1 (in-class):diagnostic</b>
2	Feb 2-4	<b>Topic: reading as a writer, the writing process</b> NS: 1- 23 (including Dillard, "From Holy the Firm" 3-7 and "How I Wrote the Moth Essay—and Why" 8-15) NS: 24-41 NS: Woolf, "The Death of the Moth" 630-633 <b>Syllabus quiz</b>	<b>Topic: audience and purpose, narratives</b> NS: Swift, "A Modest Proposal" 612-622 NS: Truth, "Ain't I a Woman" 627-629 NS: 123-133 NS: Barker, "But Two Negatives Equal a Positive" 135-142 <b>Journal day</b> <b>Assign essay #2 (out-of-class)</b>
3	Feb 9-11	<b>Topic: narratives</b> NS: Kingsolver, "In Case You Ever Want to go Home Again" 143-147 NS: Julavits, "Turning Japanese" 155-160 NS: Li, "Orange Crush" 161-166 <b>Grammar lesson</b>	<b>Topic: narratives</b> NS: Mebane, "The Back of the Bus" 167-175 NS: Barry, "The Sanctuary of School" 177-183 NS: Beller, "The Ashen Guy" 149-154 <b>Journal day</b> <b>First draft essay #2 due</b>
4	Feb 16-18	<b>Topic: narratives, revision</b> NS: Wu, "Homeward Bound" 206-210 NS: Horton, "Metal Memorials" 211-215 NS: Sedaris "Laugh, Kookaburra" 227-237	<b>Topic: description</b> NS: 59-70 NS: Welte, "Bracken County, Northern Kentucky" 73-78 NS: Crenshaw "Storm Country" 79-84 <b>Journal day</b>
5	Feb 23-25	<b>Topic: description</b> NS: Doyle, "Joyas Voladoras" 85-89 NS: McDonald "A View from the Bridge" 90-95 NS: Steinbach, "The Miss Dennis School of Writing" 96-104 <b>Grammar lesson</b>	<b>Topic: description, workshop training</b> NS: Hodgman, "No Wonder They Call Me a Bitch" 106-113 NS: White "Once More to the Lake" 114-121 <b>Journal day</b> <b>Essay #2 final draft due</b>

Week	Date	Monday	Wednesday
6	March 2-4	<b>Essay #3 (in-class)</b>	<b>Topic: compare/contrast</b> NS: 353-362 NS: Treadway, "Football vs. Asian Studies" 365-367 NS: Jacoby, "Watching Oprah from Behind the Veil" 368-372 NS: Catton, "Grant and Lee: A Study in Contrasts" 373-381 <b>Journal day</b> <b>Assign essay #4 (out-of-class)</b>
7	March 9-11	<b>Topic: compare/contrast</b> NS: Soto, "Like Mexicans" 390-396 NS: Tannen, "Gender in the Classroom" 397-405 NS: Cohen, "The Meaning of Life " 406-411 <b>Grammar lesson</b>	<b>Essay #4 workshop</b> <b>1st draft due</b>
8	March 16-18	<b>Topic: definition</b> NS: 412-429 NS: Collard, "City of Big Shoulders" 423-426 NS: Barry, "Guys vs. Men" 427-435 NS: Barrientos, "Se Habla Espanol" 437-441 <b>Grammar lesson</b>	<b>Topic: definition</b> NS: Kothari, "If You Are What You Eat, Then What Am I?" 442-448 NS: Horner, "The Extraordinary Characteristics of Dyslexia" 454-458 NS: Rose, "Blue-Collar Brilliance" 459-470 <b>Journal day</b>
9	March 23-25	<b>Spriinnnggg</b>	<b>Breeaaakkk</b>
10	March 30-April 1	<b>Essay #5 (in-class)</b>	<b>Topic: cause and effect</b> NS: 471-481 NS: Gonzales, "Family History" 482-486 NS: Wendel, "King, Kennedy, and the Power of Words" 487-492 <b>Journal day</b> <b>Essay #4 due</b>
11	April 6-8	<b>Topic: cause and effect</b> NS: Nunez, "Climbing the Golden Arches" 493-498 NS: Gates, "A Giant Step" 499-505 <b>Grammar lesson</b>	<b>Topic: cause and effect</b> NS: Marquez, "Why and When We Speak Spanish in Public" 506-509 NS: Hood, "Long Beautiful Hair" 510-516
12	April 13-15	<b>Essay #6 (in-class)</b>	<b>Topic: argument</b>

Week	Date	Monday	Wednesday
			NS: 517-532 NS: Addison "Two Years are Better than Four" 535-538 Canvas: Zinczenko, "Don't Blame the Eater" <b>Journal day</b> <b>Assign essay #7</b>
13	April 20-22	<b>Topic: argument</b> NS: Montgomery, "The Island of Plenty" 539-544 NS: Pinker, "Mind Over Mass Media" 559-562 NS: Carr "Hal and Me" 563-569 <b>Grammar review</b>	<b>Topic: argument</b> NS: White and Arp, "Should Batman Kill the Joker?" 545-549 NS: Huffington, "Empathy" 550-557 <b>Journal day</b> <b>Proposals due</b>
14	April 27-29	<b>Topic: argument</b> NS: Lunsford, "Our Semi-Literate Youth" 570-576 Canvas: Graff, "Hidden Intellectualism" <b>MLA Quiz</b>	<b>Essay #7 workshop</b> <b>1st draft due</b> <b>Works cited due</b>
15	May 4-6	<b>Topic: argument</b> NS: Rosenberg, "Let Stars Get Paid" 578-583 NS: Posnanski, "College Athletes Should Not Be Paid" 584-590 NS: Pappano, "How Big-Time Sports Ate College Life" 591-60	<b>Topic: final projects</b> <b>Journal day</b> <b>Grammar Quiz</b> <b>Essay #7 due</b>
16	May 11-13	<b>Portfolio workshop</b>	<b>Last class meeting</b> <b>Work Day for final projects</b> <b>In class conferences</b>
			<b>Final portfolio May 17</b>

