

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 18, Spring 2015**

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**Office Hours:** Thursdays 3-5 p.m.  
**Class Days/Time:** Tue./Th. 1:30-2:45  
**Classroom:** Sweeney Hall 348  
**Prerequisites:** English Placement Test  
**GE/SJSU Studies Category:** 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.

**English 1A 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.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

**Required Texts / Readings:**

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 8th ed. New York: W. W.

Norton & Co., 2013. Print. Individual\* ISBN: 978-0-393-91946-2

Campus Handbook: *The Everyday Writer* by Andrea Lunsford.

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic ISBN: 9781457633423

### **Other Equipment / Material Requirements:**

- Multiple green books for in-class essays (total of 4)
- A journal or loose leaf paper for daily free-writes
- A college-level dictionary
- Computer and internet access for CANVAS

### **English 1A Course Learning Outcomes:**

- 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 (GELOs):**

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

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

SLO 3: Students shall articulate an awareness of and write according to the rhetorical feature 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.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

### **Course Requirements and Assignments:**

Canvas: Computer and Internet access for Canvas (<http://www.sjsu.edu/at/ec/canvas/>) are a requirement for this class. You must use Canvas to view course documents, receive class announcements, submit writing assignments, and communicate with me (you can email me as well). It is important for you to become well-acquainted with this website and to check it regularly for class updates. There are various on-campus resources that you can utilize to fulfill this requirement. Students can access computer labs in the Academic Success Center which is located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computers and laptops are also available for student checkout from Media Services which is located in the basement of Martin Luther Kind Library.

### **Reading and Writing:**

English 1A is a reading and writing course that is designed to help you decipher and implement the various stages of the writing process: prewriting, organizing, writing, revising, and editing. During the semester, you will read and analyze a variety of works to help improve your reading comprehension and critical thinking skills. Such assignments will almost always be accompanied by some form of writing. **There is a 8,000 word minimum requirement for passing this class**; therefore, it is imperative for you to complete and appropriately turn in all assignments on their due dates. Formal writing assignments include both out-of-class and in-class essays, as well as the final portfolio project. Please complete the readings prior to each class and be prepared for class discussion.

**Rhetorical Appeals Presentation (LO: 4):** Students will be divided into small groups (approximately of four) and expected to give a 6-8 minute presentation on their selected rhetorical appeal. Students can choose from any visual medium (commercials, music videos, speeches, YouTube videos, etc.) and explain how it utilizes either ethos, logos, or pathos. Make sure to refer to the proper class readings and assignment for guidance. Each group member must partake in the class presentation in order to get credit. You will be given a handout with further instructions later in the semester.

**In-class Essays (LO: 2-4):** There will be a total of **four**, timed in-class essays. You are expected to bring your own green books and pens for these assignments. Since these essays are required in order to pass the class, they can only be made up under **special circumstances**. You must contact me ahead of time if you have an unavoidable conflict, so I can set up an alternate time for you to take the exam.

- **Peer Workshops (LO: 1-3):** Since this class focuses on the importance of the writing process, you must engage in peer workshops to gain additional feedback for the revision of your essays. Each of the out-of-class essays will include an in-class peer workshop, for which **you must bring extra hard copies of your draft**. Peer groups will be assigned on the appointed workshop days and remember that **attendance is mandatory**. You will not receive a grade for your essays if you fail to show up for workshop.

- Turnitin.com: You will be required to submit all out-of-class essays to turnitin.com for review. I will distribute the login information for you to access your account. Remember that your essays will not be considered turned in until you appropriately submit them here.

**Out-of-class essays (LO: 1-4):** There will be a total of four out-of-class essays, including the final portfolio project. **You must submit the final drafts in hardcopy and online through CANVAS**, and they must be typed in Times New Roman (12 point font), double-spaced, with 1-inch margins. Make sure to use the proper MLA format because you will lose points for incorrect formatting. If you need help with MLA, check *The Everyday Writer* or visit <http://owl.english.purdue.edu/owl/resource/747/01/>.

**Final Portfolio (LO: 1-4):** Instead of a final exam, you will turn in a **final critical reflection** about the evolution of your work and writing process over the course of the semester, **as well as a significant revision of one of your essays**. Since the reflection paper focuses on the writing process, you should save all of your writing assignments (drafts of essays, reading responses, free writes, workshop notes, etc.) for reference. This final portfolio is meant to be about your culminating experience, so you can focus on the various goals, strategies, challenges, improvements, failures, and successes you experience in this class. I will provide you with additional details about this assignment throughout the semester. Also, you do not need to take the English department's 1A final exam.

### **Participation/Attendance/Reading Responses:**

In order to satisfactorily complete the formal writing assignment, it is essential for you to be present in class and to come prepared. Participating in class discussion will help you gain a better understanding of the course material. In-class free writes, group work, reading responses, etc. will all contribute to your participation grade. If you continue to show up to class without completing the readings, I reserve the right to start including reading quizzes during class sessions.

- **Reading Responses (LO: 2, 4):** You must turn in five typed, 250-word (minimum) reading responses as part of your participation grade. You can submit these whenever you want over the course of the semester. Also, you can submit a sixth response to substitute for one that received an unsatisfactory grade. Reading Responses can **only be received in person, and they must address one of the readings assigned for that day.** You will be expected to contribute to the class discussion using your Reading Response. Take the time to properly read your assignments and to carefully construct these responses because you can use them later to supplement your essays and arguments. Please keep track of how many Reading Responses you have turned in because I cannot personally notify each of you about how many you are missing. Feel free to come in during my office hours if you want me to look them up for you or if you have any questions. **Each Reader Response is worth 20 points.**

- Things to consider when writing a Reading Response: What is the author's purpose for writing this piece? Who is the intended audience? Does the audience affect the author's

rhetorical and written choices? Is this an effective piece of writing? Why or why not?  
**(These are only suggestions, so you can add your own insight as you wish to).**

**Late Work Policy:** For each calendar day that your assignment is late, it will receive a penalty of 10% off the final the grade. After one week, I will no longer accept the assignment. If extenuating circumstances arise, please notify me so that I can make the necessary accommodations.

**Assignment Word Counts and Grade Point Value:**

**Grading:** This course must be passed with a C or better as a CSU graduation requirement. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. You will write a total of 8000 words and 4000 of the 8000 words must be in revised form. Furthermore, your grades this semester will be based out of a total of 1000 points. The word count and point values for each assignment are as follows:

| Assignment                      | Word Count  | Point Value        |
|---------------------------------|---|--------------------|
| Personal Narrative Essay        | 1000  | 100                |
| Compare & Contrast Essay        | 1000  | 150                |
| Argument Essay                  | 1000  | 150                |
| Final Portfolio/Revision        | 1800 (Reflection Essay 800 & Revision 1000 min.)  | 200                |
| In-class Essays                 | 2000 (4 @ 500)  | 200                |
| Participation/Reading Responses | 1250 (5 @ 250 Reader Responses)<br>The rest of the participation points will come from in-class activities. | 150                |
| Rhetorical Appeals Presentation | N/A   | 50                 |
| <b>Total:</b>                   | <b>8050 words</b>   | <b>1000 points</b> |

|                                 |                                 |
|---------------------------------|---------------------------------|
| 930-1,000 points = A (93%-100%) | 730-769 points = C (73%-76.9%)  |
| 900-929 points = A- (90%-92.9%) | 700-729 points = C- (70%-72.9%) |
| 870-899 points = B+ (87%-89.9%) | 670-699 points = D+ (67%-69.9%) |
| 830-869 points = B (83%-86.9%)  | 630-669 points = D (63%-66.9%)  |
| 800-829 points = B- (80%-82.9%) | 600-629 points = D- (60%-62.9%) |
| 770-799 points = C+ (77%-79.9%) | 0-599 points = F (0%-59.9%)     |

### **Classroom Protocols:**

**Attendance:** University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all member of the class.”

If you miss a class, it is your responsibility to contact a classmate for notes and updates. Please do not email me to ask what you missed; instead, come in during my office hours if you wish to discuss the assignments. Also, you cannot make up any quizzes or free writes if you are absent.

**Classroom Conduct:** During the semester, we will read and discuss a variety of topics, some of which will address personal or controversial topics. While each student should voice their own opinion, it is important to remain respectful of others’ differing perspectives. Remain courteous to your peers, and remember that this classroom is a safe space. Feel free to ask questions and to engage courteously in the discourse. Keep in mind that your writing will be frequently read by your classmates during workshops, so do not write on a subject that you are not comfortable with sharing.

**Technology:** Cell phones, laptops, computers, and other devices will not be permitted during class times unless otherwise stated. I may ask you to leave if I catch you using your device for non-academic purposes.

**Contact:** My office has an open door policy. You can come see me during office hours or schedule an appointment if the timing conflict with your schedule. I encourage you to visit me, especially if you are struggling in the class. You can use this time to ask me about questions or concerns regarding your grade, readings, essays, etc. I am here to help you and to ensure that you have a valuable and helpful experience in my class.

## **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/](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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **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.”
  - 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](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 students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the 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>.

### **SJSU Writing Center**



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 <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 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 at <http://peerconnections.sjsu.edu> for more information.

## English 1A Course Schedule Spring 2015

This is a tentative calendar. Changes will be announced at least a week in advance in class and via e-mail. Please make it a habit to check your e-mail at least once a week.

Key: **NS:** Norton Sampler; **EW:** Everyday Writer

| Week | Date           | Tuesday  | Thursday  |
|------|----------------|--|---|
| 1    | 1/22           |  | Class Introduction,<br>go over syllabus   |
| 2    | 1/27 —<br>1/29 | <b>In-class Essay #1 (Diagnostic Essay; 500 words)</b><br><u>Bring green book</u>  | Audience & Purpose<br><u>EW:</u> “Rhetorical Situations” 49-57, “Exploring Ideas” 59-64;<br><u>NS:</u> “The Writing Process” 24-36;<br>“A Modest Proposal” 612-21   |
| 3    | 2/3 —<br>2/5   | Narratives<br><u>NS:</u> Writing Narratives 123-133;<br>“Turning Japanese” 155-60,<br>“Orange Crush” 161-64  | Learning to Workshop/Description<br><u>EW:</u> “Get the most from peer review” 106-11, “Revise” 113-20<br><u>NS:</u> “A Brief Guide to Writing and Description” 63-70   |
| 4    | 2/10 —<br>2/12 | <b>Workshop Personal Narrative Essay</b><br><u>Bring extra drafts for peer review</u>  | Revision<br>Some readings will be posted on CANVAS (they will be on assessment, response and revising, and proofreading)<br><u>EW:</u> “The Top Twenty” 3-12  |
| 5    | 2/17 —<br>2/19 | <b>Due: Personal Narrative Essay</b><br>Memoirs<br><u>NS:</u> “No Wonder They Call Me a Bitch” 106-13, “In Case You Ever Want to Go Home Again” 143-47 | Memoirs (cont’d)<br><u>NS:</u> “Once More to the Lake” 114-22<br>Individual, in-class conference with me. You must bring a written thesis statement for your next in-class essay.<br><u>Bring a picture that you will use to write your In-class Essay #2</u> |

| Week | Date           | Monday  | Wednesday  |
|------|----------------|---|--|
| 6    | 2/24 —<br>2/26 | <b>In-class Essay #2 (Description; 500 words)</b><br><u>Bring green book</u>  | Compare & Contrast<br><u>NS</u> : Comparison and Contrast 353-62; “Like Mexicans” 390-96, “The Meaning of Life” 406-11                                       |
| 7    | 3/3 —<br>3/5   | Compare & Contrast (cont’d)<br><u>NS</u> : “Writing Paragraphs” 42-58, “Gender in the Classroom” 397-405  | <b>Workshop Compare &amp; Contrast Essay</b><br><u>Bring extra drafts for peer review</u>  |
| 8    | 3/10 —<br>3/12 | MLA Style & Formatting<br><u>EW</u> : 457-511   | <b>Due: Compare &amp; Contrast Essay</b><br>Rhetorical Appeals<br><u>NS</u> : “Ain’t I A Woman?” 627-28, “I Have A Dream” 634-39                             |
| 9    | 3/17 —<br>3/19 | <b>Rhetorical Appeals Group Presentations</b><br><br>Come prepared with the necessary technical equipment.<br><u>Some groups will have to go on Thursday if we run out of time.</u> | Definitions<br><u>NS</u> : Definition 412-20; “Guys vs. Men” 427-35, “If You Are What You Eat, Then What Am I?” 442-48                                       |
| 10   | 3/24 —<br>3/26 | <b>NO SCHOOL<br/>SPRING BREAK</b>   | <b>NO SCHOOL<br/>SPRING BREAK</b>  |
| 11   | 3/31 —<br>4/2  | <b>NO SCHOOL<br/>Cesar Chavez Day</b>   | Argument<br><u>NS</u> : “A Brief guide to Writing an Argument” 520-33, “Should Batman Kill the Joker?” 545-49, “Our Semi-literate Youth? Not So Fast” 570-76 |
| 12   | 4/7 —<br>4/9   | <b>In-class Essay #3 (Argument Essay; 500 words)</b><br><u>Bring green book</u>   | Argument<br><u>NS</u> : “A Brief guide to Writing an Argument” 520-33, “Should Batman Kill the Joker?” 545-49, “Our Semi-literate Youth? Not So Fast” 570-76 |

| Week | Date           | Monday   | Wednesday  |
|------|----------------|--|--|
| 13   | 4/14 —<br>4/16 | <p>Feminism in Media &amp; Pop-culture<br/><a href="#"><i>Where Are the Women?</i></a></p> <p><a href="#"><i>Pop stars and the Miseducation of Feminism,</i></a></p> <p><a href="#">Chimamanda Ngozi Adichie on “feminism’s ‘Baggage’”</a><br/>(make sure to watch all the videos as well)<br/>*Other readings might be posted on CANVAS</p> | <p><b>Workshop Argument Essay</b><br/><u>Bring extra drafts for peer review</u></p>  |
| 14   | 4/21 —<br>4/23 | <p>Research &amp; Sources<br/><u>EW: 218-241</u></p> <p>In-class grammar activities</p>  | <p><b>Due: Argument Essay</b><br/>Process Analysis<br/><u>NS:</u> “Process Analysis” 292-303,<br/>“How Boys Become Men”<br/>316-21, “So You Want to Be a Writer? Here’s How.” 322-26</p> |
| 15   | 4/28 —<br>4/30 | <p>Revision Proposals &amp; Portfolios<br/>Readings will be posted on CANVAS<br/>Thinking and working on final portfolio (in-class)</p>  | <p>Reflection Writing<br/><u>NS:</u> Reading as a Writer 1,<br/>“From Holy the Firm” 3-7,<br/>“How I Wrote the Moth Essay—<br/>And Why” 8-15</p>   |
| 16   | 5/5 —<br>5/7   | <p><b>In-class Essay #4 (Self-Reflection; 500 words)</b><br/><u>Bring green book</u></p>   | <p><b>Workshop Final Portfolio Essay</b><br/><u>Bring extra drafts for peer review</u></p>   |
| 17   | 5/12           | <p>Work Day</p> <p>Bring any materials necessary to put together your Final Portfolio.</p>   |  |
|      |                | <p><b>FINAL EXAM <u>MAY 20</u></b><br/>12:15-2:30</p>  |  |