

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Sections 25 and 27
Fall 2016

Instructor:	E. D. Schragg
Office Location:	FO 111
Telephone:	(408) 924- 4069
Email:	sweeney.schragg@sjsu.edu
Office Hours:	MW 13:45-14:45, and by appointment
Class Days/Time:	25 MW 15:00 27 MW 16:30
Classrooms:	BBC 122
Prerequisites:	Directed Self Placement
GE Category:	Written Communication A2

Course Description

English 1A is the first course in SJSU’s two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the “personal voice” and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Students will be introduced to citing sources.

Prerequisites: Directed Self Placement

Course Goals and Student Learning Objectives

GE Learning Outcomes:

Students shall

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

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

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

LO 4: demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;

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

writing.

Additionally, students will achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

Clear and effective communication of meaning.

An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).

The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).

The ability to explain, analyze, develop, and criticize ideas effectively.

Effective use within their own essays of supporting material drawn from reading or other sources.

Effective organization within the paragraph and the essay.

Accuracy, variety, and clarity of sentences.

Appropriate diction.

Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Information available online

You are responsible for reading the following information online at

HYPERLINK "http://www.sjsu.edu/english/comp/policy/index.html" [http://
www.sjsu.edu/english/frosh/program_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

Course guidelines

Academic policies (academic integrity, plagiarism, ADA and AEC policies)

Estimation of Per-Unit Student Workload

Recording policies

Adding and dropping classes

Student learning resources

Required Texts/Materials

SJSU Campus Handbook: *The Everyday Writer w/ Exercises* 6th ed. by Andrea Lunsford

Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter6e/>)

Other Textbook

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

Other Readings

See schedule below.

Classroom Protocol

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

Assignments and Grading Policy

Course Assignments and Grading Breakdown

<u>Assignment</u>	<u>Percentage of Total</u>	<u>Minimum Word Count</u>
Advertisement Analysis	10%	1,000
Essay Analysis	10%	1,000
Exploration Workshop Draft	5%	1,000
Exploration Revision	15%	2,000
In-class essays	20% (5% for each)	2,000 (500 each)
Workshop Responses	8%	1,200 (50 each)
Grammar	10%	n/a
In-class and home work	7%	n/a
Final	10%	n/a

You must complete all essays and the final assignment in order to pass English 1A. The specifics of the essay assignments will be covered on the assignment sheets.

Grading

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

English 1A, Fall 2016, Course Schedule

This schedule is a plan. As Robert Burns put it, "the best laid schemes o' mice an' men [and presumably women] gang aft a-gley," so be prepared for changes. You are responsible for all material covered and assigned in class, whether it appears on the

schedule or not, so keep in touch. Complete reading assignments for the class date on which they appear. Print out the reading assignments on CANVAS, read them, and bring them to class.

Table SEQ Table * ARABIC 1 Course Schedule

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 24-31	<p>Instructor's expectations and assumptions made plain;</p> <p>DIAGNOSTIC IN-CLASS ESSAY—bring green book (<i>PLO 1,2,3,4,5</i>).</p> <p>Reading: Aristotle (<i>CANVAS</i>) (<i>SLO 1,3</i>); "Think critically about visual texts" (Lunsford 9f) (<i>SLO 1,3</i>); ADVERTISEMENT ANALYSIS ASSIGNED (<i>SLO 1,2,3,4,5</i>); Grammar in <i>Lunsford</i> (<i>SLO 5</i>): 38 Verbs 38.2 (1); 38.3 (6, 8); 38.4 (2); 38.6 (4).</p>
2	Sep 5-7	<p><i>HAPPY LABOR DAY</i></p> <p>Reading: "Analyzing Arguments" (Lunsford 10) (<i>SLO 1,3</i>); Bring magazine ads to class; Grammar in <i>Lunsford</i> (<i>SLO 5</i>): 40 Subject-Verb Agreement 40.1 (3, 6, 10); 40.2 (7, 9).</p>

3	Sep 12-14	<p>Reading: Albert Lee (CANVAS) (PLO 1,3); Bring magazine ads to class; Grammar in <i>Lunsford</i> (SLO 5): 41 Pronouns / Case 41.1 (3, 4); 41.2 (1, 3, 4</p> <p>Reading: Daniel McKenzie (CANVAS) (SLO 1,3); G. K. Odell (CANVAS) (SLO 1,3); Bring magazine ads to class; Grammar in <i>Lunsford</i> (SLO 5): 41f Pronouns / Agreement 41.3 (1-5)</p>
4	Sep 19-21	<p>Reading: Ernest Hemingway (CANVAS—we will read in class) (SLO 1,3); Bring magazine ads to class; Grammar in <i>Lunsford</i> (SLO 5): 41g Pronouns / Reference 41.4 (1-5).</p> <p>ADVERTISEMENT ANALYSIS PEER-REVIEW WORKSHOP (PLO 1); Grammar in <i>Lunsford</i> (SLO 5): 42 Adjectives and Adverbs 42.1 (4, 8, 10); 42.2 (5, 9).</p>

5	Sep 26-28	<p>Reading: Jonathan Swift (50 Essays 408-416) (SLO 1,3); Jeffrey Wu (CANVAS) (SLO 1,3); ADVERTISEMENT ANALYSIS DUE (SLO 1,2,3,4,5); ESSAY ANALYSIS ASSIGNED (SLO 1,2,3,4,5); Grammar in <i>Lunsford</i> (SLO 5): 43 Modifier Placement 43.1 (4, 6, 9, 10); 43.2 (2, 5); 43.3 (3, 5); 43.4 (1, 5).</p> <p>TIMED ESSAY—you will need green book (SLO 1,2,3,4,5).</p>
6	Oct 3-5	<p>Reading: Clergymen's Letter (CANVAS) (SLO 1,3); Martin Luther King, Jr. (50 Essays 203-220) (SLO 1,3); Christan Santos (CANVAS) (SLO 1,3).</p> <p>Reading: Barbara Ehrenreich (50 Essays 129-138) (SLO 1,3); Grammar in <i>Lunsford</i> (SLO 5): 45 Comma Splices and Fused Sentences 45.1 (1, 4, 5, 7, 10). 46 Sentence Fragments 46.1 (2, 4, 10); 46.2 (2, 9).</p>

7	Oct 10-12	<p>Reading: Malcolm Gladwell (50 Essays 169-181) (SLO 1,3); Grammar in <i>Lunsford</i> (SLO 5):</p> <p>31 Consistency and Completeness 31.1 (2, 4, 5); 31.2 (2, 3); 32 Parallelism 32.1 2 (1-5); 33 Shifts 33.1 (3-7).</p> <p>ESSAY ANALYSIS PEER-REVIEW WORKSHOP (SLO 1); Grammar Quiz (SLO 5).</p>
8	Oct 17-19	<p>Reading: Sarah Vowell (CANVAS: we will read in class) (PLO 1,3);</p> <p>ESSAY ANALYSIS DUE (PLO 1,2,3,4,5);</p> <p>EXPLORATION ASSIGNED (PLO 1,2,3,4,5).</p> <p>TIMED ESSAY—bring green book (SLO 1,2,3,4,5).</p>
9	Oct 24-26	<p>Reading: James Baldwin (50 Essays 50-71) (PLO 1,3).</p> <p>Reading: E. B. White (50 Essays 458-464) (PLO 1,3); Langston Hughes (50 Essays 182-184) (PLO 1,3); Audra Lorde (50 Essays 254-258) (PLO 1,3);</p>

10	Oct 31-Nov 1	<p>Reading: George Orwell (50 Essays 295-302) (PLO 1,3); Sherman Alexie (50 Essays 15-19) (PLO 1,3); Brent Staples (50 Essays 394-397) (PLO 1,3);</p> <p>Reading: "Reviewing, Revising, Editing" (Lunsford 7) (SLO 1,2); "Workshop Etiquette" and "Workshop Logistics" (CANVAS); EXPLORATION WORKSHOP DRAFT DUE.</p>
11	Nov 7-9	EXPLORATION WORKSHOP (SLO 1,3).
12	Nov 14-16	EXPLORATION WORKSHOP (SLO 1,3).
13	Nov 21-23	EXPLORATION WORKSHOP (PLO 1,3). <i>HAPPY THANKSGIVING EVE.</i>
14	Nov 28-30	<p>TIMED ESSAY—you will need green book (SLO 1,2,3,4,5).</p> <p>EXPLORATION REVISION DUE (SLO 1,2,3,4,5).</p>
15	Dec 5-12	<p>Assessment.</p> <p>All graded work returned; post mortem on the semester.</p>
	Dec 16 12:15-2:30	Final Section 27
	Dec 19, 12:15-2:30	Final Section 25