

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 20 and 27**  
**Spring 2016**

<b>Instructor:</b>	E. D. Schragg
<b>Office Location:</b>	FO 111
<b>Telephone:</b>	(408) 924- 4069
<b>Email:</b>	sweeney.schragg@sjsu.edu
<b>Office Hours:</b>	MW 14:45-15:45, and by appointment
<b>Class Days/Time:</b>	20 MW 13:30 27 MW 15:00
<b>Classrooms:</b>	BBC 121 BBC 122
<b>Prerequisites:</b>	EPT of 147 or higher, passage of LLD 1 or 2
<b>GE Category:</b>	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:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

### **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/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

Student learning resources

### **Required Texts/Materials**

## **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/>)

### **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	10%	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	12%	n/a
In-class and home work	5%	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, Spring 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	Feb 1,3	<p>Instructor's expectations and assumptions made plain;</p> <p>Reading: "Critical Reading" (Lunsford 129-143) (PLO 1,3);  DIAGNOSTIC IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5).</p>
2	Feb 8,10	<p>Reading: Aristotle (CANVAS) (PLO 1,3);  "Analyzing Arguments" (Lunsford 143-161) (PLO 1,3);  ADVERTISEMENT ANALYSIS ASSIGNED (PLO 1,2,3,4,5);  Grammar in <i>Lunsford</i>: 32 Verbs, 33 Subject-Verb Agreement (PLO 5).</p> <p>Reading: Daniel McKenzie (CANVAS) (PLO 1,3);  Bring magazine ads to class;  Grammar in <i>Lunsford</i>: 34 Pronouns (PLO 5).</p>

3	Feb 15,17	<p><b>Reading: Albert Lee (CANVAS) (PLO 1,3);</b>  Bring magazine ads to class;  Grammar in <i>Lunsford: 35 Adjectives and Adverbs (PLO 5).</i></p> <p><b>Reading: Lisa Ou (CANVAS) (PLO 1,3);</b>  Bring magazine ads to class;  Grammar in <i>Lunsford: 36 Modifier Placement (PLO 5).</i></p>
4	Feb 22,24	<p>IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5).</p> <p>ADVERTISEMENT ANALYSIS PEER-REVIEW WORKSHOP (PLO 1);</p> <p>Grammar Quiz—Parts of Speech (PLO 5).</p>
5	Feb 29 Mar 2	<p><b>Reading: Jeffrey Wu (CANVAS) (PLO 1,3);</b>  ADVERTISEMENT ANALYSIS DUE (PLO 1,2,3,4,5);</p> <p>ESSAY ANALYSIS ASSIGNED (PLO 1,2,3,4,5)</p> <p><b>Reading: Clergymen's Letter (CANVAS) (PLO 1,3);</b>  Martin Luther King, Jr. (50 Essays 203-220) (PLO 1,3).</p>

6	Mar 7,9	<p>Reading: Jonathan Swift (50 Essays 387-395) (PLO 1,3);</p> <p>Grammar in <i>Lunsford</i>: 37 Comma Splices and Fused Sentences (PLO 5).</p> <p>Reading: Virginia Woolf (50 Essays 466-476) (PLO 1,3);</p> <p>Grammar in <i>Lunsford</i>: 38 Sentence Fragments (PLO 5).</p>
7	Mar 14.16	<p>IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5).</p> <p>ESSAY ANALYSIS PEER-REVIEW WORKSHOP (PLO 1);</p> <p>Grammar Quiz—Sentence Boundaries (PLO 5).</p>
8	Mar 21,23	<p>Reading: Sarah Vowell (CANVAS: we will read in class) (PLO 1,3);</p> <p>ESSAY ANALYSIS DUE (PLO 1,2,3,4,5); EXPLORATION ASSIGNED (PLO 1,2,3,4,5).</p> <p>Grammar Quiz—Chapters 32-38 (PLO 5).</p>

9	Apr 4,6	<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); Grammar in <i>Lunsford</i>: 26 Consistency and Completeness (PLO 5).</p>
10	Apr 11,13	<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); Grammar in <i>Lunsford</i>: 27 Parallelism (PLO 5).</p> <p>IN-CLASS ESSAY—bring green book (PLO 1,2,3,4,5); Grammar in <i>Lunsford</i>: 28 Shifts (PLO 5).</p>
11	Apr 18,20	<p>EXPLORATION WORKSHOP DRAFT DUE; Grammar Quiz—Syntax (PLO 5).</p> <p>Reading: "Workshop Etiquette" and "Workshop Logistics" (CANVAS); "Revise" (<i>Lunsford</i> 113-116) (PLO 1,2); "Edit" (<i>Lunsford</i> 117-120) (PLO 1,2).</p>

12	Apr 25,27	EXPLORATION WORKSHOP #1 (PLO 1,3).
13	May 2,4	EXPLORATION WORKSHOP #1 (PLO 1,3).
14	May 9,11	EXPLORATION WORKSHOP #1 (PLO 1,3).  Grammar Test (PLO 5); EXPLORATION REVISION DUE (PLO 1,2,3,4,5).
15	May 16	All graded work returned; post mortem on the semester.
	May 18, 12:15-2:30	Final Section 20
	May 20, 12:15-2:30	Final Section 27