

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 31, Spring 2018

Instructor: Sally Ashton, MFA
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Email: sally.ashton@sjsu.edu
Office Hours: T-Th 10:30-11:30am or by appointment.
Class Days/Time: T-Th 1:30-2:45 **FINAL: Wednesday 5/16 @12:15pm**
Classroom: BBC 124
Prerequisites: Reflection on College Writing
GE/SJSU Studies Category: GE Area 2 Written Communication I

Satisfying EO 665

If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement. Rare online meetings will be held in lieu of class meeting.

Course Format

Classroom-based Course with Required Technology Enhancements

Students will need a home computer with dependable Internet connectivity to turn in some assignments, participate in occasional online workshops, and to access texts, out of class online updates, and enhancements for this mainstream course.

Canvas and MYSJSU Messaging

Course materials such as the grammar text, syllabus, handouts, and some assignment instructions can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates.

ENGL 1A Course Description ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

Section 50: “The Power of the Personal: Finding Your Voice in a Hyper-Connected World.” Closely linked to literacy—the ability to read and write—is “voice,” or how you speak on paper. As the age of the page increasingly gives way to screens and multi-media forms of

communication, such technologies as well as increasing globalization place greater demands on the traditional writer and the concept of effective voice. Are you ready to meet these challenges? What *is* effective writing today? In a noisy world, what difference can one voice make? How can you keep up? In this section you will develop effective writing and voice through creative process strategies, support an issue of local sustainability, and locate your voice within a global context.

ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

You will receive frequent evaluations of your writing from me. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL 1A is also a reading course. You will read a variety of rhetorical and professional works on considered topics. All readings will include useful models of writing for academic, general, and specific audiences.

Diversity: SJSU studies include an emphasis on diversity. Readings for the course will include writers of different genders and from different socio-economic classes.

Final Exam: As part of your final experience in the course, you will create a semester portfolio and Reflective Analysis essay to turn in on the date of the final.

Specific assignment descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
In-Class(IC) Essays (3)	400-800 ea.	2,3,4,5
Out of Class(OC) Essays	(4000+total)	
#1 How did I get Here?	1000	2,3,4,5
#2 Writing in the Age of the Machine	1000	2,3,4,5
#3 Writing to Make a Change in the World	700-900	2,3,4,5
#4 Opinion Piece	400	2,3,4,5
Final Reflective Analysis	500+	2,3,4,5
Small Assignments; Quizzes; multimodal	varies	1,5,6,8,9

Required Texts and Readings: **ALL TEXTS MUST BE THE EDITION NOTED.**

- **SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford** (This is provided FREE through the Writer’s Help tab on Canvas. Find it!)
- ***The Curious Writer: Concise Edition***. Fifth Edition; Bruce Ballenger
ISBN 0-205-87664-1
- **Class handouts and printouts** from class website and online as per my instruction

Required Materials

- 1 Mead Composition Book, **College Ruled**. No other journals accepted.
- *American Heritage College Dictionary*. Paperback. Or similar portable text.
- 3+ yellow books for in-class essays)
- **Stapler/staples** (all papers *must* be brought to class stapled)
- 1 double-pocket folder
- Regular internet access; Canvas
- The ability to **print** 5 hard copies of most 4-page assignments for workshop, often 20pages/each workshop.

All Bulleted Items are **REQUIRED** to participate in this class.

Grading Policy

- All work must be submitted on time.
- Any unexcused late work will be graded down a full letter grade for every day it is late.
- If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**.

- You must turn in all assignments to pass the class, even though assignments turned in more than 2 days after the due date will earn a “0”.

Grading: A-F. Note: TO PASS THIS CLASS, students must earn a C- or better

Letter Grade	Grade Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.00
F	0.0

Requirements for particular assignments will vary, but in all cases *essay* grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Other assignments, participation, and quizzes graded in points are converted from your % earned of points possible to a traditional A-F four-point scale.

A word about how I approach grading: I start looking at every composition by asking if it satisfies the requirements of the assignment. If it does, it will earn a satisfactory grade: C. If the composition does more than simply satisfy the requirements, then the grade can move up to a B. An A essay will be fully engaged with the prompt, organized, and thoughtful. However, if the

essay does not satisfy the requirements, then the grade moves down to D or F. I will complete a scoring rubric with each graded essay.

Grade Calculations

Assignment	Word Count	% of Course Grade
In-Class(IC) Essays (minimum 3)	400-800 ea.	20%
Out of Class (OC) Essays-4	3200+ total	50%
Participation	(see below)	10%
Journal (see below)	2000+	10%
Final Portfolio Project	500+	10%

- **Journal:** The handwritten journal is graded on % of total points accrued. Homework and in-class self-assessment, reading responses, and/or directed exercises involving prewriting, organizing, analysis, and revision will comprise part of each day.
- **Participation:** Participation will be graded on % of total points accrued including:
 - Workshops (GELO #4-5)** are an important component of the writing process and your final essay grade. You will bring **5 copies**(or as instructed) to class on the workshop date in order to participate. You will turn in critiqued copies with final essay as instructed: *SAVE them. If you miss a workshop, your essay will be graded down. I have zero-tolerance for late arrival on workshop days: You Will Be Asked to Leave.* (20pts each)

Reading: (CLO #1,5) (GELO #1,4) English 1A is a reading-based course. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, all or most of the assigned essays will be related to readings. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Journal Responses prepared to discuss them in class. Occasionally, there may be reading quizzes. All readings in this course address diversity and/or contribute to effective writing strategies. ALWAYS bring your text to class.

Outside supportive assignments including worksheets (various pts each)

Quizzes: (GELO# 1,3,5) Occasional quizzes will be based on current writing and/or reading discussions. Quizzes must be taken in class and **cannot be made up**. Unannounced quizzes may be given at my discretion. (5-20pts each)

Individual Conference One mid-term conference with me by appointment is mandatory for each student. (GELO# 1-5) Time tbd. (20pts)

Classroom engagement: Participation=actively engaging in class discussion, asking questions, and completing work so that you can contribute to the class. Here is one way to **evaluate your own participation in class:**

- A –You don’t miss class and are actively engaged; you offer regular and helpful questions and comments based on course content and your own ideas
- B –You don’t miss class and you engage in active listening; you ask occasional, pertinent questions and comments
- C –You don’t miss most classes but your attentiveness is questionable and you ask few questions or make few comments.

D –You are late, absent, or unprepared for class. Disengaged
F –You are frequently absent, both physically and mentally. Sleeping.

Your Responsibility If You're Absent.

- If you miss class, contact a classmate to get notes, assignments, etc.
- If there is a reason you cannot make a deadline, contact me BEFORE THE DEADLINE.
- Any unexcused late work will be graded down a full letter grade for every day it is late.
- It is your responsibility to figure out what's going on and to show up prepared the next class session.
- Please do not ask me to do extra things for you if you choose not to come to class.

Always bring your Journal and required Texts to class. These are required for participation. If you're not prepared to contribute to the class, be prepared to be asked to leave for the day.

Homework format: (this includes all Essays, and any work unless otherwise noted)

- * All essays, drafts and final, must be typed, double spaced
- * Use a 12-point Times Roman font
- * Use standard MLA essay and heading format. (*Curious Writer* pg 312).
- * Papers must be single-sided for the teacher (but copies for classmates for peer revision may be double-sided)
- * Staple your papers BEFORE class. I do not accept unstapled work.(no paper clips, bent corners)

Academic integrity: In a word, **PLAGIARISM: DON'T DO IT**

If you plagiarize, you will fail the assignment and possibly the course.

Furthermore, 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/>.

My Classroom Protocol: No electronic devices during class time.

Come to class on time or not at all; don't check your texts while in class; use common sense and respectful behavior toward all. Please do not eat in class.

Be Fully Present: Awake. Alert. Prepared. Collegial.

Infractions will result in being dismissed from class should your behavior prove a distraction to me or to your classmates at my discretion.

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>.

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 are 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](#)

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](#) at <http://peerconnections.sjsu.edu> for more information.

English 1A Section 31, Spring 2018, Course Schedule

PLEASE NOTE: Subject to change with advance notice from me given in class and follow-up Canvas.
Check daily.

Syllabus is open for adjustment at midterm at my discretion.
If you are planning travel around post-midterm dates, see me as soon as possible.

Curious = *Curious Writer*; *WH* = *Writer's Help*

Week	Date	HOMEWORK Deadlines: Readings, Assignments DUE this date	Topics and Considerations
1	Th 1/25	Print out Syllabus and bring hard copy to first class (10 pts) Canvas assignment: DSP Portfolio link	I. Writing As a Process Course Introductions Syllabus Review Student Questionnaire
2	Tu 1/30	Bring all required materials today. 3X5 picture ID card Reading: <i>Writer's Help</i> Expectations for College Writing; <i>Curious</i> Chapter 1pp. 1-17 Journal: <i>Curious</i> Exercises 1.1, 1.2, complete, and 1.4 (Step One, #1-10)	Text review, <i>Writer's Help</i> Discussion and in-class writing. 1.3 Video: "Code Switching" Writing expectations and situations Instructions for IC Essay #1: Diagnostic
2	Th 2/1	Reading: <i>Curious</i> Chapter 1 pp. 20-34(skip cell phone); <i>Writer's Help</i> : Top Errors Journal: List: What are <i>your</i> Top Errors? <i>Curious</i> Exercises 1.5 & 1.7 BRING: Yellow book, dictionary, pens, Journal with completed exercises	IC Essay #1 Diagnostic "How Did I Get Here?" Supply Check(<i>Curious</i> , Journal)
3	Tu 2/6	Reading: <i>Curious</i> p. 35 & Chapter 2, pp. 36-45 Journal: Exercises 2.2 and Interview and 30 Indispensable Tips response (via email) and Choose one tip on which to reflect.	Reading as Inquiry: Discussion and in-class writing Video: <i>Bard Behind Bars I</i> Return Essay; Post-essay discussion Small Group coordinator Volunteers!
3	Th 2/8	Due: Typed IC #1, one copy WITH word count at bottom; also post to Canvas Reading: <i>Curious</i> Chapter 2, pp. 47-56 Journal: Exercise 2.5 Step 1-4.	Assign OC Essay #1 and Interview Personal Voice as Point of View/Video Writing "badly" Small Groups formed A note on AFTERWORDS
4	Tu 2/13	Reading: <i>WH</i> Opening Paragraphs <i>Curious</i> p. 57-58; 261-263 "Conducting the Interview and <i>Curious</i> pp. 360-366 Revision Strategies. Journal: "Afterword"(56) on each of the 3 <i>Curious</i> selections you've read, above.	Revision as Process; Openings; In-class writing Peer Review discussion;

4	Th 2/15	DUE: 5 copies(total) of OC #1 complete Draft with Word Count and bring printed, stapled copy of original DSP Literacy Narrative. Reading: <i>Curious</i> p. 87-88 “Workshopping” <i>WH</i> Closing Paragraphs	Workshop: Groups of 5, assigned for semester. Conclusions
5	Tu 2/20	OC Essay #1 DUE: with all required artifacts (see prompt) Reading: <i>Curious</i> p. 60 & Chapter 3 pp. 61-67 Journal: Afterword on p. 61-67	II. Power of the Personal Voice Video: The Personal Essay: Discussion and in-class reading/writing; p.70-72 (Personal Essay 2) Journal: p. 72 “Inquiring Into the Essay” #1-4 Small groups. (...when Handwriting Fades)
5	Th 2/22	DUE: Bring <i>Personal Essay</i> Printout Read: <i>Curious</i> 74-76 And If An Algorithm Wrote This, How Would You Even Know. Journal: Take the quiz found in the article	Mediating the Machines/ Studio : Topics and techniques; Image Video: Discussion, writing, small groups: Listing, Fastwriting; Exc. p 68
6	Tu 2/27	Reading: <i>Personal Essay</i> printout. Read intro and essay, “Spare Change” Journal: Reading Responses #1-3	Understanding Narratives: Scene, dialog, action, detail In-class writing; Visual Prompts Journal Self-check
6	Th 3/1	Reading: <i>Curious</i> pp. 79-83 “Narrowing Down” Journal: p. 79 “What’s Promising Material” all 3 points. Choose your anecdote for today’s IC essay. THEN answer p. 81 “Questions for Reflection” bullets 1-3	IC Essay #2 Draft 1, “Writing in the Age of the Machines” BRING: Yellow book, dictionary, pens. Journals will NOT be used for this draft.
7	Tu 3/6	JOURNAL DUE Reading: Personal Essay “When Dreams take Flight,” and 110-111 Journal: “When Dreams take Flight,” # 1, 2, 3, 6 Review: <i>Writer’s Help</i> : Commas, Semi-colons, Colons, and Developing Paragraphs	SIGN UP for midterm conference time. Elements of Narrative Hand back IC #2 and Assign OC Essay #2 Grammar Issues: Punctuation : ; , Paragraphs Review <i>Curious</i> 382-383
7	Th 3/8	CLASS MEETS ONLINE DUE: Typed original IC # 2 with word count/Canvas and p. 84 “Evaluating Your Own Sketch” #1-2 exercises completed <u>on your typed draft</u> . Reading: <i>Curious</i> 82-87 Journal: Respond to “Reflecting on What you Learned”	ONLINE Workshop: Draft 1 Flash Review Journal writing
8	Tu 3/13	MIDTERM CONFERENCES held in my office/NO CLASS MEETING PLEASE NOTE: Syllabus open for revision at midterm at my discretion.	CONFERENCES: Sign up for INDIVIDUAL 10 minute slot. tbd Appointments held in my office, FO 222

8	Th 3/15	DUE: 5 copies(total) of Personal Essay complete draft/Canvas Reading: <i>Curious</i> pp. 88-90; Journal: p. 90 “Polishing the Draft”: freewrite 3 min. With which checkmarks are you still concerned?	Workshop QUIZ: Punctuation Handout “Short Story”
9	Tu 3/20	Reading: <i>Curious</i> Ch. 6 pp. 162-178 Journal/ Canvas : 6.1 Step 1, 2, 3 using the Handout, not the “letter.”	IV Personal Voice/Global Citizenship Issues of Argument & Authority In-class writings, Handout QUIZ : Narrative
9	Th 3/22	OC Essay #2 DUE Reading: <i>Curious</i> pp. 178-179 and 274-288 Journal/ Canvas : 9.1 Step 1 and 3 Writer’s Help assignment	Understanding/Evaluating Arguments Citing Sources and Plagiarism In-class writing Handout: Loye Young
10	Tu 3/27	SPRING BREAK!! No class meeting	
10	Th 3/29	SPRING BREAK!! No class meeting	
11	Tu 4/3	Reading: Loye Young Journal: Canvas	Logos & Ethos: Citing Sources and Plagiarism In-class writing Summarize essay; Paraphrase par. 1; Choose one quote
11	Th 4/5	DUE: Loye Young response/Canvas Reading: <i>Curious</i> Chapter 5 pp. 127-136 Journal: p. 136 #1 & 2	III Personal Voice = Personal Power QUIZ Argumentation <i>COMP</i> Handout; <i>Spartan Daily</i> Assign OC #3 Proposing a Solution
12	Tu 4/10	Reading: <i>Curious</i> p. 382-385 and The United Nations World Millenium Goals Journal: Afterword <i>Curious</i>	In-class writing, <i>UN website</i> Small Groups
12	Th 4/12	Reading: <i>Curious</i> 145-149 Journal: <i>Curious</i> p. 146-147 Fastwriting Prompts 1 & 2 Topic DUE: Create in class today (3X5)	Identifying a problem: Topics, stance, audience, Scope Discussion, in-class writing (147-151) (193)
13	Tu 4/17	DUE: 1 hard copy OC #3 Proposal Sketch (using format p. 149) AND post on Canvas. Read <i>Curious</i> pp. 149-155 Journal: Diagram Proposal	Flash Workshop; Writing Lab; 148 “Know Your Reader;” Drafting Reviewing Proposals: Consequence and Scale
13	Th 4/19	DUE: 5 copies(total) OC #3 Proposal AND post on Canvas -One Slide to Canvas Read <i>Curious</i> 155-160; Class Readings	Group WORKSHOP: Leads; Support Discuss OC #4 Opinion Piece

		Journal: p.154-155 Methods of Development: All Bullets	QUIZ Proposal
14	Tu 4/24	OC Essay #3 Formal Proposal (word count 900+) and Post to canvas But first, Review p. 157 “Polishing” Bullets.	IV Opinion Writing Lab
14	Th 4/26	DUE: One copy(total) of Opinion Piece complete draft(300-500) stapled to a blank piece of paper.	Flash Workshop
15	Tu 5/1	Read <i>Curious</i> p. 346-354 Journal: Afterword to the reading	V Final Portfolio Project In-class work Introduce Reflective Analysis/ Prompts/portfolio guidelines
15	Th 5/3	OC #4 Opinion Piece (word count 375-500) Reading: In-class Handouts Journal: In-class Journal Self check. DUE: Portfolio Artifacts(graded essays, grade rubrics, Journal)	Writing Lab: Essay #4: Reflective Analysis –Rhetorical devices and critical thinking skills for personal reflection (could read aloud opinions/due Th?)
16	Tu 5/8	Bring Yellow book, dictionary, pens, PROMPT	IC Essay #4 Reflective Analysis
16	Th 5/10	LAST DAY OF CLASSES JOURNAL DUE DUE: 5 copies(total) Reflective Analysis Due	WORKSHOPS
Finals	Wed 5/16 12:15- 2:30	UNIVERSITY FINAL DATE OC #4 Final Portfolios Due to Canvas and Hard copy	Wrapping it up....
		<i>Have a Wonderful Summer!</i>	<i>Relax! Enjoy~</i>

Final Exam Schedule <http://info.sjsu.edu/static/policies/final-exam-schedule-spring.html>