

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Sections 48 & 58, Fall 2012

Instructor:	Professor Masters
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Office Hours:	Tuesdays, Thursdays 4:30 – 5:30 p.m.
Class Days/Time:	Section 48: 1:30-2:45 p.m. Section 58: 3:00-4:15 p.m.
Classroom:	Boccardo Business Center (BBC) 124
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.

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

Course Goals and Student Learning Objectives

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).

Student Learning Objectives:

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

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

Required Texts/Readings

Textbooks:

The Bedford Handbook. Eighth edition. Diana Hacker and Nancy Sommers, Bedford/St. Martin's, 2010. ISBN-13: 978-0-312-65269-2

Rereading America: Cultural Contexts for Critical Thinking and Writing. Eighth Edition. Gary Colombo, Robert Cullen, and Bonnie Lisle. Bedford/St. Martin's, 2010. ISBN-13: 978-0-312-54854-4

A college-level English dictionary, such as *Merriam-Webster* or *American Heritage*

Other material requirements:

Six large blue/green examination booklets.

Turnitin.com: You will be turning in all of your out-of-class essays to www.turnitin.com.

- 1) Click "Create Account"
- 2) Enter your e-mail, create a password, and click "Student"
- 3) Enter class ID: **5365036** and password: **masters1**

Classroom Protocol

Students who are continuously late and disruptive will be asked to leave the classroom.

All electronic devices will be turned off and put away prior to the start of the class period, unless you have an exception from the DRC.

Bring all books to all class meetings. Not having books in class means that you are not prepared to participate in class, and you will be asked to leave.

You will come to class prepared to participate, meaning that you have read assigned readings and finished homework for that day, and have prepared questions and comments on the assigned readings.

Missed homework may **NOT** be made up without an acceptable excuse and a doctor's note or other documentation.

Quizzes and other class activities cannot be made up.

If you miss a class due to illness or injury, e-mail me to let me know, and bring a doctor's note and any assignment that was due on the day you missed when you return to class.

If you miss a class, **ask a classmate** what you missed, including assignments. **During the first week of class, introduce yourself to a classmate and exchange e-mails.**

I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.).

E-mail vs. Office Hours

1. **E-mail** is for short correspondences, and **office hours** are for longer discussion. Students should e-mail professors for quick clarification on assignments, or to schedule a time to meet during office hours if they are confused. Lengthy e-mails, or e-mails that ask a professor to explain or work through something that a student does not understand, involve topics for which a student should be seeking one-on-one time in office hours with an instructor. Be sure to take good notes in class, as this will help you remember aspects of the assignment later when you revisit it at home. If you need guidance on your work, office hours give you 10-15 minutes of time to address any confusion. Also, tutoring centers on campus are free and incredibly helpful.
2. Although I am understanding of personal issues (i.e. school stress, problems with a roommate, family issues), I am not qualified to give advice on those issues. If you need to talk to someone about personal stresses, you have wonderful resources available to you. **SJSU provides qualified assistance to students in the form of counseling and other services if a student needs personal help. It is completely normal to have stressful experiences through college, and contact information to these services will be found on page 10 of the syllabus.**
3. Re-read assignments when you get home, highlighting words you don't understand and utilizing your course textbooks (and indexes of books),

dictionaries, Google, Wikipedia, and the library to help you understand terms, movements, grammar, style, content and other elements of an assignment. The resources you have as a student in the 21st century are ubiquitous. Lastly, course work, especially writing assignments, requires intense thought and time on the part of a student. Sit with an assignment for a lengthy period of time, thinking about your approach to it and taking notes on it before you begin to write. Only then, after you have thought about the assignment critically, should you e-mail your professors or see them in office hours if you still have questions. **I am very happy to help you, but only after you have attempted tackling the assignment yourself, and come prepared to discuss specific elements of an assignment that you are having trouble with.**

4. If e-mailed during the week, Monday through Thursday, expect a response within **24** hours. If e-mailed during the weekend, Friday through Sunday, expect a response in **48** hours, or after the weekend. This means that you should take a moment to look ahead at assignments and due dates before the weekend to make sure you understand the assignment, and exchange e-mail with peers in class (form a help network).
5. Last minute e-mails, e-mails sent late at night the day before an assignment is due, will not receive a response. If a student has waited last minute to tackle an assignment, the fault lies with the student.

Assignments and Grading Policy

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.

Readings: All readings must be done prior to coming to class for the day they are assigned. There will be assignments and quizzes based on these readings, and you will be expected to participate in class discussion.

Homework: You will have weekly homework assignments consisting of peer reviews, grammar exercises, paragraph revisions, reading responses, and additional readings not on the syllabus.

- All homework will be turned in on time by the due date and will be used for class participation points.
- Homework cannot be made up without a written medical excuse or other documentation deemed acceptable by me
- If you miss class, contact another student to get any homework assignments

Homework assignments will be assessed by point-scale. The points are cumulative. Keep track of all of your assignments and do not throw anything away until the end of the semester. The points you receive on an assignment will be divided by the total possible points for a letter grade. Homework grade is assigned as follows:

A – all tasks completed fully, accurately, and meaningfully, and demonstrates fully competent writing
B – all tasks completed, demonstrates competent writing, but may have one or two errors
C – most tasks completed, demonstrates fair writing, but has one or two major errors that impede the reader’s understanding
D – tasks incomplete, demonstrates weak writing, and has multiple major and minor errors
F—tasks incomplete or demonstrates a misunderstanding of the assignment, shows weak writing, including major errors that impede reader’s understanding

In-class Essays: You will have three in-class essays, beginning with the diagnostic. On these days, bring a blue/green exam booklet, pen, and (non-electronic) dictionary. In-class essays may **NOT** be made up without a written medical excuse or other documentation that I deem acceptable, and must be made up within one week of missing the exam.

Out-of-class Essays: You will write five out-of-class essays, the last of which will be a reflective analysis of the work you have done in class, and will accompany your **final portfolio** that you will submit at the end of class.

- You will receive assignments detailing all of the requirements for the essay.
- All out-of-class essays will be turned in to www.turnitin.com **by 8 p.m.** the day the assignment is due. **Late essays**, essays received after 5 p.m. (yes, this means essays received at 8:01 p.m. and later), will be docked ten points (10% of the grade) for each calendar date that it is late. I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.).
- Your essays will follow MLA guidelines for citations and formatting; failure to follow MLA format will result in point deductions.

Rubrics: Your essays are graded with a rubric that focuses on the following four areas: content and ideas, style, organization, and mechanics. This rubric will be available for your viewing on www.turnitin.com. As well, I mark and comment on your essays online and expect you to read and understand these comments. This system is designed to help you improve your writing, and I expect to see progress in your writing as you learn from the marks and comments, and continue through the course.

Mechanics: All out-of-class essays must demonstrate competency in the grammatical and syntactical conventions of Standard English in order to receive a passing grade. For this course, a grammatically and syntactically competent essay is one that contains no more than two serious errors, “serious” meaning that they impede the readers’ understanding, and does not repeat an error made on a previous assignment and discussed in class. For every five mechanical errors, your essay will receive a 10 point (10%) reduction.

All essays must be written and turned in to pass the course. This course has a minimum word requirement of 8,000 words.

There is a 48-hour waiting period to see me about an essay grade. In this time I expect you to have reviewed your paper, comments, and grading rubric, and come to me ready to directly point to the areas with comments and marks that you do not understand.

Participation: Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. In-class exercises and quizzes also make up the participation grade.

A – fully engaged; provides regular and helpful questions and comments

B – active listening; occasional, pertinent questions and comments

C – attentiveness questionable, little questions or comments posed

D – unprepared for class, disengaged

F – regularly absent, both physically and mentally

Final Course Grades:

The grading for English 1A is **A-F**, based on percent scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=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.** Your grade is determined as follows:

Essays:	70%
Essay #1: Diagnostic	0%
Essay #2: Descriptive Narrative	10%
Essay #3: Analyze and Explain	15%
Essay #4: In-class essay	10%
Essay #5: Taking a Position	15%
Essay #6: In-Class Essay	10%
Essay# 7: Final Reflective Analysis	10%
Homework:	20%
Participation:	10%

Final Portfolio: Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the semester's four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. **This course does not have a final exam.**

English 1A, Fall 2012, Course Schedule

The schedule is subject to change with fair notice; the notice will be made available by e-mail and in class. Readings and assignments are due on the day that you see them on the syllabus. For example, on 8/30, you will come to class having read “A Family Tree,” “Looking for Work,” and responded to the questions I want you to answer.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Introduction and review of the syllabus; Read RA : “Introduction: Thinking Critically” p. 1-16 (SLO 1,2) HW: 1) Update your e-mail on your mySJSU account. This is how I contact you. 2) Put my e-mail in your account so my messages do not go into your junk mail. 3) Send me an e-mail with your name, class section, and a hobby you are into (i.e. skiing). 4) Create your turnitin.com account. (SLO 3)
2	8/28 8/30	Essay #1 (in-class): Diagnostic – 600-700 words (SLO 1-4); bring large blue/green exam booklet, pen, non-electronic dictionary RA “Harmony at Home” (18-21); “A Family Tree” (22-24); answer questions 1,3-4, 6, 11 (25-26); RA “Looking for Work” (26-31); come prepared to discuss differences in the portrayal of family between Rockwell’s images and Soto’s short story (SLO 2,3) Introduction to Essay #2: Descriptive Narrative – 1300-1400 words (SLO 1-4)
3	9/4 9/6	Diagnostic essay review; grammar marks (second to last page of BH); BH 3c , 67-75; RA “An Indian Story” (52-60); answer question 9 (61) – 2 typed pages.(SLO 1-4) Devices of Description and Narration (SLOs 1,2,4)
4	9/11 9/13	Word Choice, BH (197-216). Do exercises 16-1, 16-2, 17-1, 17-2. We will work with exercises 17-3, 17-4 in class. (SLO 3) Due: First Draft of Descriptive Narrative to turnitin.com by 8 p.m. tonight. Word Choice, BH (216-224). Do exercises 18-1, 18-2, 18-3, 18-4 In-class grammar work; Plagiarism activity (SLO 3)
5	9/18 9/20	RA “Proposition 8” (79); “8 is Not Hate” (81-83); “What is Marriage?” (89-101); answer questions 1, 2, 3, 10 (101-102). In-class discussion: RA “Visual Portfolio” (71-78) (SLO 1,2) Peer Workshop: Bring your working draft of Descriptive Narrative (must have at least 4 pages complete) (SLO 1-4)

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/25	RA “Learning Power” (109-115); “Against School” (148-155); answer questions 1-3 (156-157) (SLO 1,2) Introduction to Essay #3: Explanation and Analysis – 1300-1400 words (SLO 1-4)
	9/27	RA “From Social Class” (169-185); answer questions 2, 5, 6 (185-186) (SLO 1,2,4); Punctuation: Commas BH (353-378), do exercises 32-1, 32-2, 32-4, 32-5. (SLO 1,2)
7	10/2	Due: Final Draft of Descriptive Narrative to turnitin.com by 8p.m. tonight Punctuation: Semi-colons and colons BH (379-387); do exercises 34-1, 34-2, 35-1 (SLO 3)
	10/4	RA “The Achievement of Desire” (194-206); answer questions 1-2, 7, 9 (206); In-class: Discuss RA “Visual Portfolio” (187-192); Rhetorical devices of explaining and analyzing (SLO 1,2,4)
8	10/9	Essay #4 (In-class)—600-700 words (SLO 1-4); bring large blue/green exam booklet, pen, non-electronic dictionary (SLO 1-4)
	10/11	Due: First Draft of Explanation and Analysis to turnitin.com by 8 p.m. (SLO 1-4) BH , Dangling and Misplaced Modifiers (160-169), do exercises 12-1 and 12-2 (SLO 3)
9	10/16	RA “Learning to Read” (210-219); answer questions 1,2,4, 7 (SLO 1,2)
	10/18	RA “In the Basement of the Ivory Tower” (238-247); answer questions 1,3,5 (SLO 1,2) BH Apostrophe; do exercise 36-2 (SLO 3)
10	10/23	Peer Workshop: Bring your working draft of Explanation and Analysis (Must have at least 4 pages complete) (SLO 1-4)
	10/25	Introduction to Essay #5: Taking a Position – 1300-1400 words (SLO 1-4) RA “From Notes on the State” (378-382); answer questions 1,3 (SLO 1,2,4)
11	10/30	Due: Final draft of Explanation and Analysis to turnitin.com by 8 p.m. SLO 1-4) Rhetorical devices of argument and persuasion (SLO 1,2,4)
	11/1	Essay #6 (in-class)—600-700 words (SLO 1-4)

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/6 11/8	<p>RA “Causes of Prejudice” (384-397); answer questions 1, 3, 8 (SLO 1,2,4) BH Pronoun-Antecedent Agreement (256-260); do exercises 22-1, 23-1, 23-2. In class: Make pronouns more clear (262-267) (SLO 3)</p> <p>Due: First draft of Taking a Position – 1300-1400 words to turnitin.com by 8 p.m. (SLO 1-4) RA “Loot or Find: Fact or Frame” (422-437); answer questions 1,4,6 In-Class: RA “Visual Portfolio” (439-447) (SLO 1,2,4)</p>
13	11/13 11/15	<p>Introduction to Essay #7: Reflective Analysis – 1000-1200 words (SLO 1-4) Pass out portfolio guidelines; a lesson from Alexandra Wallace (SLO 2,4)</p> <p>Peer Workshop: Bring your working draft of Explanation and Analysis (Must have at least 4 pages complete) (SLO 1-4)</p>
14	11/20 11/22	<p>Due: Final draft of Taking a Position to turnitin.com by 8 p.m. RA “Myths of Gender” (515-520); “How the Americans Understand” (520-523); answer questions 1,2; In Class: BH, Adjectives and Adverbs (280-286) (SLO 1,2,4)</p> <p>Rhetorical devices and critical thinking skills for personal reflection “Becoming members of society” (527-536); answer questions 1,4-5 (SLO 1,2,4)</p>
15	11/27 11/29	<p>Due: First draft of Reflective Analysis by 8 p.m. tonight RA “Two Ways a Woman Can Get Hurt” (575-599); answer questions 1-3, 5 (SLO 1,2,4)</p> <p>Thanksgiving – No class</p>
16	12/4 12/6	<p>Administer SOTES; Portfolio workshop (SLO 1); Group presentations (SLO 2,4)</p> <p>Group presentations (SLO 2,4) Due: Final portfolio in class; final reflective analysis – one hard copy in portfolio, and one to turnitin.com by 8 p.m. tonight</p>
Final Exam	Saturday, Dec 8	8:00am – 10:00am, location TBD_____

Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty

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. <http://peerconnections.sjsu.edu/>

Counseling Services

“We are here for you! Our personal and educational counselors are here to help you identify and accomplish your goals; enhance your personal development; meet your life's challenges; and improve your interpersonal relationships. We're friendly, caring, empathic, and understanding. We strive to help you grow! While no issue is too big or small, many tell us that they wish they had come to counseling sooner. Maybe it's that exam you wished you did better on? Or maybe there's a special person you want to talk to? Feeling stressed or unmotivated? Come on in and start the journey in understanding yourself. We look forward to working with you! Seek counseling and treat yourself well!” The Counseling Services website is located at <http://www.sjsu.edu/counseling/>