

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 7,13 Spring 2013**

<b>Instructor:</b>	Dr. Julie Sparks
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<b>Office Hours:</b>	MW 1-2, TTh 2-3
<b>Class Days/Time:</b>	Sec 07 MW 9-10:45; sec 13 MW 10:30-11:45
<b>Classroom:</b>	Clark Hall 316
<b>Prerequisites:</b>	Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.
<b>GE Category:</b>	Written Communication A2

**Faculty Web Page and MYSJSU Messaging** <http://www.sjsu.edu/people/julie.sparks/>

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/julie.sparks/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU. This is very important!

### **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.

### **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: Course guidelines; Academic policies (academic integrity, plagiarism, ADA and DRC policies); Estimation of Per-Unit Student Workload; Recording policies; Adding and dropping classes; all this is available online at <http://www.sjsu.edu/english/comp/policy/index.html>

### **Required Texts/Readings**

**The CURIOUS WRITER, Concise Edition, 3<sup>rd</sup> edition 2011** by Bruce BALLENGER ISBN: 978-0-205-78019-8 (required)

**The Little Seagull Handbook** ISBN: Richard Bullock & Francine Weinberg Norton Spiral bound ed (Jan13, 2011) • ISBN-13: 978-0393911510 (recommended, but not required)

**Other readings** will be posted on the course Web site and/or handed out in class. An additional book (a memoir the student will pick from an approved list) will also be required.

**Library Liaison** Toby Matoush [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

### **Classroom Protocol**

**Attendance and Participation: It is very important that students come to this class regularly and come prepared to participate.** This means that reading assignments should be finished before the class period when they will be discussed, and that students should arrive at writing workshops with the necessary rough drafts. There will be frequent, unannounced in-

class writing of some sort, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. Poor attendance and weak participation will significantly reduce your learning experience and your grade. Decent writers have failed this class for poor attendance.

Participating in the mandatory **peer review workshops** is particularly crucial. If you skip these, you will miss out on valuable advice, as well as points. **Furthermore, if you miss the in-class peer review, it is your responsibility to get one on your own or your project's grade will be docked 20%.**

**Professionalism and maturity:** Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like turning your cell phones off in class, refraining from toying with electronic devices and chatting with buddies in class, getting to class on time, and dressing appropriately (e.g. not as if you are headed for a nightclub or a tanning session). Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

## 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.

### Assignments and Grading Policy

Diagnostic essay (800 words)	0 %	0 points	(SLO 2,3,4)
In-class essay #2 (800 words)	10%	100 points	(SLO 2,3,4)
In-class essay #3 (800 words)	10 %	100 points	(SLO 2,3,4)
Book Club essay (800 words)	10 %	100 points	(SLO 2,3,4)
Personal Essay (1200 words)	15 %	150 points	(SLO 1-4)
Interview Essay (1200 words)	15 %	150 points	(SLO 1-4)
Portfolio Essay (1200 words)	10 %	100 points	(SLO 1-4)
Major Revision (1200 words)	15 %	150 points	(SLO 1-4)
Small assignments	15 %	150 points	(SLO varies)

**Final Assignment:** Instead of a final exam, you will write a critical reflection (Portfolio Essay) at the end of the class. Think of it as a scientific study of your progress as a writer over the next 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.

**Grading:** A-F. This class must be passed with a C or higher to move on to English 1B (C- is not acceptable for 1A). A passing grade in the course signifies that the student is a capable college-level writer and reader of English. A detailed assignment sheet will be handed out for each major assignment

specifying the criteria on which it will be judged, but in general your writing will be graded on content and writing competence (grammar and such), as well as its effectiveness for its specific audience and purpose.

**Late Work:** I recognize that there are perfectly legitimate reasons for good people to miss deadlines on occasion. However, reflecting the seriousness with which such lapses are treated in the workplace, **I will penalize all late essays by 10% each day they are late (including weekends), and I will not accept a paper after one week from the due date.** If you do miss a deadline, you will harm your case further if you also fail to contact me about it. This, in addition to poor attendance, is the primary reason for student failure. **Late homework (small assignments) simply won't be accepted, nor will I accept homework sent by email. Note: Once I have collected the homework from your classmates, that's it. If you arrive later than that, your homework will not be accepted.**

**Extra Credit:** To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will periodically urge you to attend campus lectures or performances and write about those for extra points. **There is a 30-point maximum per semester, per student, for extra credit.** Extra credit can be turned in any time, but it will be graded when I have time. Please do not nag! **The final deadline for extra credit is the morning of the final, but you can turn in only one that day.** I simply won't have time to grade 300 new assignments at that point.

**Making up In-Class Essays:** If you miss an in-class essay and don't make it up, **you will fail the class**, so it is VERY important that you don't miss them. However, each student gets ONE chance to make up a missed essay as long as they can provide a credible, valid excuse for missing class that day. It is the student's responsibility to arrange to be at the make-up, which will be the last day of the semester.

## SJSU Writing Center



The 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 the [Writing Center website](#):

<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. Our services include **course-content based tutoring**, advice on enhanced study and time-management skills, more effective critical thinking strategies, decision-making and problem-solving abilities, and **campus resource referrals**. In addition, **mentors** are available for consultation. **Workshops** are offered on a wide variety of topics. A **computer lab and study space** are also available in Room 600 of Student Services Center. **Peer Connections operates in three locations:** SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

## English 1A, Spring 2013, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines (Please Note: these dates are tentative, subject to change with notice)
1	W 1/23	Introduction to the Course, brief in-class writing
2	M 1/28 W 1/30	Introduction to rhetoric <u>Read</u> : “Scrimping on College Has Its Own Price” <b>*<u>In-class Essay #1: Diagnostic Essay</u></b>
3	M 2/4  W 2/6	Writing as Inquiry <u>Read</u> : Text pp. 3-20 and “Education’s Hungry Hearts”(online) <u>Due</u> : Self-evaluation survey (to hand in)  Discuss the Writing Process, brief in-class writing, workshop on introductions & conclusions <u>Read</u> Text 20-31
4	M 2/11 W 2/13	Discuss diagnostics, in-class essay #2 <u>Read</u> : Excerpt from <i>Film Club</i> (online) <b>*<u>In-class essay #2</u></b> <u>Read</u> : “Generation Q” (online)
5	M 2/18  W 2/20	<b>The Personal Essay Assignment</b> <u>Read</u> : pp. 75-78, 86-95, and “Life is a Spiritual Struggle” “A Single Lucid Moment” (both on website)  Writing to Persuade <u>Read</u> : Text pp. 173-188, 191, and “Why Chinese Mothers are Superior” (online)
6	M 2/25  W 2/27	The Writing Process for the Personal Essay <u>Read</u> : Text 96-105, excerpt from <i>Wine to Water</i> (online)  <b>Book Club Project Introduced</b> <u>Read</u> : excerpts from <i>Little Princes</i> (online) <u>Due</u> : Response questions to the excerpt, AND Personal essay topic proposal
7	M 3/4  W 3/6	<b>Pick Book Clubs</b> <u>Read</u> : Excerpts from <i>Working in the Shadows</i> , and <i>The Translator</i> (online) Also, look over the descriptions of other choices online, pick two or three you like. <u>Due</u> : response/analysis to these two sample segments (must be typed). Optional: alternative book ideas due  <b>*<u>in-class essay #3</u></b>
8	M 3/11 W 3/13	<u>Peer review workshop</u> <u>Due</u> : <u>rough draft of your personal essay (2 copies)</u>  <b>Writing About Culture: The Interview Essay</b> <u>Due</u> : <b>Personal Essay</b>
9	M 3/18  W 3/20	The Writing Process for an Interview Essay <u>Read</u> : Text 282-285 <u>Due</u> : Topic proposal for interview essay  Discuss writing about culture and Personal Profile <u>Read</u> : Excerpt from <i>Richistan</i> “Performance Philanthropy” (online) <u>Due</u> : questions for “Performance Philanthropy”
10	3/25 –4/1	***** <b>Spring Break!</b> *****

Week	Date	Topics, Readings, Assignments, Deadlines (Please Note: these dates are tentative, subject to change with notice)
11	M 4/1 W 4/3	*****Caesar Chavez Day***** Writing workshop, Interview Essay: Structure, “Your Cultural Passport” (film)
12	M 4/8 W 4/10	Writing workshop: incorporating quotes <u>Read:</u> “Martin Curriel” <b><u>Due:</u> book club response essay</b> (individual reports) <b>Portfolio Assignment: Reflective Writing</b> Revising <u>Read:</u> pp. 363-403
13	M 4/15 W 4/17	Book club conferences, focused grammar workshop revision essay peer review <u>Due:</u> rough draft of revision (2 copies)
14	M 4/22 W 4/24	Book club presentations <b><u>Due:</u> Revised Essay</b> Book club presentations
15	M 4/29 W 5/1	Book club presentations <u>peer review of Interview essay</u> <u>Due:</u> rough draft interview essay (2 copies)
16	M 5/6 W 5/8	Begin film <b><u>Due:</u> Interview Essay</b> Finish film, Review of course themes, SOTES
17	M 5/13	Make-up of in-class essays <b><u>Due:</u> Portfolio Essay</b>

### Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)