

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Sections 03 and 41, Fall 2014

Instructor:	Tommy Mouton
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Office Hours:	Mondays-3:30-4:15, Wednesdays 3:15-4:15, and by appointment
Class Days/Time:	MW (Section 03) 7:30-8:45a.m., MW (Section 41) 4:30-5:45
Classroom:	Clark Hall Room 316 (section 03), BBC 121 (section 41)
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	Written Communication A2

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

GE 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.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. Demonstrate the ability to read actively and rhetorically
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
3. Articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. Demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. Demonstrate college-level language use, clarity, and grammatical proficiency in writing

English IA Course Outcomes (CLO)

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, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Required Texts and Materials:

The Curious Writer, Fourth Concise Edition

Print ISBN:9780205876648

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/>)

Online: <http://www.macmillanhighered.com/techsupport>

Other Readings:

All other outside reading materials will be provided

Materials:

1 Composition (100 sheet) book (homework)

3 Green Books (in-class essays)

Manila Folders (for turning in essays)

One college-level dictionary

Library Liaison for English courses:

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. 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/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays:

San José State University shall provide accommodation on any graded class work or activities for any student wishing to observe religious holidays when such observances require you, the student, to be absent from class. It is your responsibility to inform me, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, you must notify me, in writing, at least three days before the date you will be absent. It is my responsibility to make every reasonable effort to honor your request without penalty. It is also your responsibility to make up all work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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 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): <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

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

Classroom Protocol

Attendance/Professionalism: You will arrive on time and be ready to work at 7:30. Regular attendance is expected of you. If you are not present, you cannot participate. A lack of participation will adversely affect your growth as a writer and your overall grade in this course. Consider this your workplace: appropriate language, dress, and behavior are expected. Tech excuses regarding the failure to compose/type or print work will not be tolerated. Do not text or make/receive phone calls during class. Laptops/ipads, etc., will remain closed during lectures. Please eat and drink prior to coming to class. In most instances, however, bottled water will be acceptable.

Assignments

Writing/Essays: This class requires you to write a minimum of 8000 words, and at least 4000 of which must be in revised form. Five out-of-class essays will be assigned, along with approximately 3 in-class essays. All out-of-class (OC) essays, along with revised in-class (IC) essays, will be typed: (12pt. font, Times New Roman, Double-spaced, one inch margins, with page numbers and word count present somewhere on the page. For further reference, see “MLA Documentation” in your course reader. If you are absent on an in-class essay day, the essay can only be made up by visiting my scheduled office hour or by appointment (the week of). All out-of-class essays are due on the “Due Date.” For illnesses and emergencies, do plan on sending the essay with a classmate or have it submitted via email by (7:00a.m.) the morning of.

Readings: All assigned reading must be completed prior to coming to class. Be prepared to discuss. Quizzes will often provide me the confirmation that you have read. So, be prepared!

Workshop: On peer workshop days, printed copies are required. Failure to make adequate group copies will negatively affect the essay's overall grade (by approximately 10%). Each student in the group is required to provide his/her feedback. Your workshopped essays must accompany your final essay. A manila folder, along with paper clips/clamps will help keep things organized. A lack of participation (making little to no comments on a peer's work) will negatively impact your grade and progress as a writer

Homework: All assigned homework is due at the beginning of the class period. If you are late, your homework *will not* be accepted. If you are absent, you can pass your homework on to a classmate or submit the homework via email by (7:00a.m.) the morning of. If any homework is assigned (i.e. an addendum to what is on the syllabus) while you are absent, plan on contacting a classmate. Do not contact me!

Participation: Class participation will be a culmination of workshops, in-class freewrites, homework, and quizzes.

Final Exam: This semester's final will comprise of short in-class reflective essay and a comprehensive exam on grammar and punctuation. You must take/complete the final exam in order to pass the course.

Note: Concerning diversity, some assignments (reading and writing) may in fact address issues of race, class, and gender. I expect you to have an open mind and respect the views of your peers as they will respect yours. Insensitivity will not be tolerated.

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 you, the student, is a capable college-level writer and reader of English.

A+ (100-87)	A (97-84)	A (93-90)
B+ (89-87)	B (87-84)	B- (83-80)
C+ (79-77)	C (77-74)	C- (73-70)
D+ (69-67)	D (67-64)	D- (63-60)
F (0-59)		

- The “**A**” essay will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from grammatical, mechanical, and usage errors.
- The “**B**” essay will demonstrate competence in the same categories as the “**A**” essay. The chief difference is that the “**B**” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The “**C**” essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the

experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

- The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Note: All essays are graded with a rubric that includes four categories: content and ideas, style, organization, and mechanics.

You will be graded out of 1000 points. For easy referencing, see the chart:

Points	1000-972	970-940	939-900
Grades	A+	A	A
	899-872	871-840	839-800
	B+	B	B
	799-772	771-740	739-700
	C+	C	C-
	699-672	671-640	639-600
	D+	D	D-

Your course grade will be determined as follows: Essays: 60% (600 points)

Essay #1: IC essay, (GELO 2-5)-**Diagnostic**, 500-600 words 0%

Essay #2: IC essay, (GELO 2-5)-**I Believe Essay**, 300-500 words 5%

Essay #3: OC essay, (GELO 2-4)-**Literacy Narrative**, 800-1000 words 10%

Essay #4: OC essay, (GELO 2-4)-**Personal Essay**, 1000-1200 words 10%

Essay #5: OC essay, (GELO 1-5)-**The Proposal/Cause and Effect**, 1000-1200 words 10%

Essay #6: IC essay, (GELO 1-5)-**Expository Essay**, 800-1000 words 5%

Essay #7: OC essay, (GELO 1-5)-**Argumentative Essay**, 1200-1500 words 10%

Essay #8: OC essay, (GELO 1-5)-**Critical/Analytical Essay**, 1200-1500 words 10%

Class Participation: 20% (200 points)-workshops (50), in-class freewrites (50), homework (50), and quizzes (50), Final Exam: 20% (200 points)

English 1A, Fall 2014: for Sections 03 and 41

Course Schedule

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
1	M 8/25	Course introductions Syllabus Review Student Introductions	"The Importance of Writing Badly" from <i>(The Curious Writer/TCW 58-59)</i> ; Read <i>(The Everyday Writer/TEW 3-12)</i> , Top 20 Common "Writing" Errors... Choose your top 3 and be ready to explain... Why?
1	W 8/27	"The Importance of Writing Badly" and Top 20 Common Errors Discussion Plagiarism Talk	Read <i>(TCW 3-27)</i> . Complete exercises 1.1, 1.2, 1.3, 1.4, and 1.5
2	W 9/3	Essay #1 Diagnostic	Complete exercises 1.4 and 1.5 from <i>(TCW)</i> Read "Finding Voice" handout
3	M 9/8	Diagnostic Essay Discussion and "Finding Voice" Discussion	Read <i>(TCW)</i> pg. 27: Begin at "A Writing Process That Harnesses Two Currents of Thought." Complete reading pgs. 28-37. Complete exercises 1.6 and 1.7... Read handout from <i>This I Believe</i>
3	W 9/10	Discuss exercise 1.6 and 1.7 Begin drafting Essay #2 <i>This I Believe</i> essay...	Begin reading Ch. 10 "Revision Strategies" <i>(TCW 371-381)</i> Complete, revise and edit "I Believe" essay
4	M 9/15	<i>This I Believe</i> essay Due! <i>This I Believe</i> essay share-outs Workshop Assignments	"Workshopping a Draft" handout Continue reading Ch. 10 Revision Strategies <i>(TCW 381-391)</i>
4	W 9/17	Revision vs. Editing Free-write!	Essay #3 assigned... Literacy Narrative. Using collage from ex. 1.3 Bring 3 copies of Literacy Narrative Draft
5	M 9/22	Literacy Narrative Draft Due! Workshop!	Read Ch. 10 Revision Strategies <i>(TCW 391-409)</i> Revise and edit Literacy Narrative

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
5	W 9/24	Revised Literacy Narrative Due! Revision/Sentence Style Discussion from (<i>TEW</i>) 269-290	Read (<i>TCW</i> Ch. 2, 39-67). Complete exercises 2.1 and 2.2
6	M 9/29	Complete and Discuss Exercises 2.4 and 2.6 from (<i>TCW</i>) Quiz!	Begin reading Ch.3 (<i>TCW</i> 69-84). Complete "Inquiry Project: Writing a Personal Essay" pgs. 82-83. Read (<i>TEW</i>) beginning at 7d on pg. 67. Continue on to pg.70. Read (<i>TEW</i> 75-89).
6	W 10/1	Personal Essay and Paragraphing discussion Free-write	Read Ch. 3 (<i>TCW</i>) 84-101. Complete pg. 85 "Listing Prompts" questions 1 and 2. Complete pg. 86 "Fastwriting Prompts" 3 and 4. Complete pg. 90 "Questions for Reflection" bullets 1, 2, and 3.
7	M 10/6	Do "Drafting" bullets 1-4 on pg. 95 from Ch. 3 (<i>TCW</i>) Read and discuss personal essays by Maya Angelou and Jewelle Gomez	Essay # 4 The Personal Essay Assigned Read "Workshopping a Draft" handout Bring Three Copies of Personal Essay
7	W 10/8	Personal Essay Draft due! "Workshopping a Draft" discussion Workshop!	Work on Personal Essay Read (<i>TEW</i> 311-329)
8	M 10/13	Revised Personal Essay #4 Due! Grammar Talk Quiz!	Ch. 9 (<i>TCW</i> 291-317) "Using and Citing Sources" Read "Working With Sources" from Handout
8	W 10/15	Citing Sources Discussion Quiz! MIDTERM CONFERENCEING 9-4:30p.m (Section 03)	Begin reading Ch.5 Writing a Proposal (<i>TCW</i> 137-151). Complete "Inquiring into the Essay" pg. 146-147

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
9	M 10/20	Ch. 5 Discussion MIDTERM CONFERENCING 9-4:30p.m (Section 41)	Complete Ch. 5 reading (<i>TCW</i> 152-169) Do "Listing Prompts" 1-3, "Fastwriting Prompts" 1-2, and "Visual Prompts" (153-154)
9	W 10/22	Ch. 5. Discussion/share-outs	Do "Researching to Answer the <i>So What?</i> Question (<i>TCW</i> 156) a., b., c., and d.
10	M 10/27	Research Share-out Peer Research Interview	Begin drafting Essay #5 The Proposal/Cause and Effect Bring three copies
10	W 10/29	The Proposal/CE Draft Due! Workshop!	Respond to "Drafting" and "Using Evidence" bullets (<i>TCW</i> 162-163) Research Proposal
11	M 11/3	Drafting and Editing discussion/share-outs Free-write!	Read Ch. 13 "Analyzing Arguments" (<i>TEW</i> 136-150) Read writing to explain handout
11	W 11/5	CE Final Draft Due! Writing to Explain vs. Writing to Persuade/Argue discussion	Begin reading Ch. 6 (<i>TCW</i>) pgs. 171-190. Complete "Inquiring into the Essay" pg.190
12	M 11/10	Expository Essay #6	Read Ch. 6 (<i>TCW</i> 191-217) Complete "Inquiring into the Essay" (<i>TCW</i>) pg. 193 (1-4)
12	W 11/12	Ch. 6 Discussion Quiz!	Essay #7 Argumentative Assigned
13	M 11/17	Argumentative Draft Due Workshop!	Read Ch. 7 (<i>TCW</i> 219-240) Complete "Inquiring into the Story" (1-4)
13	W 11/19	Critical Analysis Discussion Free-write!	Complete Ch. 7 (<i>TCW</i> 241-257) Do "Listing Prompts" (1-3) on page 242 and "Fastwriting Prompts" (1-4 plus bullets) pgs. 242-243... Revise and Edit Essay #7

Week	Date	Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
14	M 11/24	Argumentative Essay Due! Writing the Critical Essay Discussion Revised	Essay #8: Critical Essay Assigned
14	W 11/26	Criticism Free-write Quiz!	Be Thankful: Happy Thanksgiving! Complete your Argumentative Essay
15	M 12/1	Grammar Talk from (<i>TEW</i>) Free-write!	Work on Critical Essay Bring 3 copies of Critical Essay
15	W 12/3	Critical Essay Draft Due Workshop!	Continue working on Critical Essay
16	M 12/8	Essay #8 Critical Essay Due! Grammar Talk Final Review	Study for Final!
16	W 12/10	Final Review	Study for Final!
Final Exam (Sec. 03)	F 12/12	7:15-9:30 Location: TBD	
Final Exam (Sec. 41)	M 12/15	2:45-5:00 Location: TBD	

Note: This schedule is subject to change with fair notice—at least a week in advance.

Important Dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Fri.	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)

Friday	December 12	Final Examinations (exams)
Mon-Thurs	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)