

ENGLISH 1A: COMPOSITION ONE

Department of English and Comparative Literature * San Jose State University

Section _____ Days _____ Time _____ Room _____

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

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Required Texts

The Curious Writer, Concise Ed.-w/MyCompLab ISBN: 978-0-321-86968-5

The Everyday Writer 5th ed: Lunsford ISBN: 978-1-4576-0004-3

*A good pocket Dictionary: Webster's or American Heritage

* 3 examination Green Books for in-class essays, a folder with pockets, black or blue pens

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 Content

Writing: In English 1A, you will focus on practicing all phases of the writing process including: prewriting, organizing, writing, revising, and editing. This class requires that you write sequenced essays, totaling a *minimum* of 8000 words. This total word count does not include your final exam, journals, quizzes, or any brief or informal writing assignments. However, this word count can include any major revisions of any assignments that have already been submitted for a grade and commented by peers or your instructor. A major revision is defined as a significant rethinking or reworking of an assignment rather than correcting small grammatical or structural mistakes. In English 1A you will write at least 3

but no more than 4 in-class essays and at least 3 but no more than 4 out-of-class essays, and how you meet the 8000 word minimum will be specified on your greensheet.

Throughout the semester, your instructor will give you frequent feedback on your writing, including comments on what is working well and suggestions for how to improve specific features of individual papers.

Reading: English 1A will include extensive and intensive reading. The reading you do in English 1A will provide useful models of writing for academic, general, and specific audiences.

Research: English 1A may initiate students in the use of the library, but library research is not a required element of the course.

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

Assignments and Grading Policy

→ All 7 papers are required in order to pass this course

IN CLASS ESSAYS: 300 pts 30%

Expect to write 3 in-class essays, worth 100 Points each (ea. = 10% of final grade). The topic or prompt for each of these will be given on the day of the essay. No written preparation is necessary. Bring green exam booklet and dictionary: Black or Blue PENS

WRITTEN PAPERS:

There will be 4 written papers, worth 100 points each (ea.= 10% of final grade) 400 pts 40%

Narrative: 100 pts Review: 100 pts Summary & Analysis: 100 pts

Major Revision: 100 pts

***Late Papers:** *All papers must be handed in during class on the day they are due. For each class day your paper is late, you will be graded down 10 points. No electronic submissions. The ONLY exception to the late policy is if you can verify your absence with written documentation (such as a doctor's visit, funeral, court appearance, or required participation in team sports).*

CLASS PARTICIPATION: 100 pts 10%

All quizzes, grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work/reading done by the beginning of class and **take part in class discussion**.

THE UNIVERSITY ESSAY FINAL EXAM: 200 pts 20%

A common essay final, graded holistically, shall count 20% toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

***SATURDAY, December 7, 8am – 10am** (Location TBA)

EXTRA CREDIT: There is **no extra credit** in my class. Please, do not ask.

*Maximum points for all assignments, exams, and participation **1000 pts**

Make-up work following an absence: **I do not accept late homework or give make-up quizzes for any reason.** You will only get credit for homework or quizzes on the day they are assigned. Your participation grade depends on these short but important assignments.

Grading Policy

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

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 construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of 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 descriptably 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 weakness 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 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 usage errors that render some sentences incomprehensible.

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.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by **correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.**

Letter Grades by the Numbers		
94-100 = A	90-93= A-	
87-89= B+	84-86= B	80-83= B-
77-79= C+	73-76= C	70-72= C-
67-69= D+	65-66= D	64< = F

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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. 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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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 is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

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 requires that students with disabilities requesting accommodations must register with the DisabilityResource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Diversity: In English 1A, you will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups.

No Electronic Policy: The use of electronic devices of any sort is NOT permitted in class unless you have clearance from the Disability Resource Center. **NO TEXTING**

➔Paper Format: ALL PAPERS handed in must be TYPED and follow these guidelines (unless otherwise directed). We will use MLA format (see Lunsford)

HANDWRITTEN PAPERS (OTHER THAN IN-CLASS WORK) **WILL BE HANDED BACK WITH NO GRADE**

- Typewritten, double spaced, black ink
- One inch margins on all sides *Text on front side of paper only
- 12 point font, Times New Roman
- Number your pages
- Print word count at bottom of last page
- *Name, English 1A-(section #), Assignment Title (Narrative, Review, etc) & Date* in the upper left hand corner

IMPORTANT DATES: FALL 2013

Wednesday..... August 21First Day of Instruction – Classes Begin

Monday..... September 2.....Labor Day - Campus Closed

Tuesday..... September 3...Last Day to Drop Courses w/o going on Student's Permanent Record

Tuesday..... September 10.....Last Day to Add Courses & Register Late

Wednesday..... September 18.....Enrollment Census Date

Monday..... November 11.....Veteran's Day - Campus Closed

Wednesday..... November 27.....Classes that start at 5:00 PM or later will not meet.

Thursday..... November 28..... Thanksgiving Holiday - Campus Closed

Friday..... November 29.....Rescheduled Holiday - Campus Closed

Monday..... December 9.....Last Day of Instruction - Last Day of Classes

Tuesday..... December 10.....Study/Conference Day (no classes or exams) (SC)

English 1A, Fall 2013, Course Schedule

*Note: For reading assignments: Reading is due on date shown: Example: on Sept 9/10 you should come to class **having already read** Chapter Ballenger Chapter 1*

Texts Key: **B** = Ballenger, *The Curious Writer* **L** = Lunsford, *The Everyday Writer*

Week	Date	Topics, Readings, Assignments, Deadlines	SLO
1	Aug 21 /22	Introduction to Freshman Composition: Syllabus, Texts, Goals and Expectations	
2	Aug 26 /27 Aug 29 /29	Journaling, Email, and Good News In-Class Diagnostic: bring LARGE green booklet & black or blue pen	2 1-3
3	Sep 2 NS/ 3 Sep 4 /5	Monday: No School Tuesday: Visual Prompts L pages 123-129 and 207-210 Summary & Paraphrasing	1,4 1-2
4	Sep 9 /10 Sep 11 /12	B Chapter 1 (read & annotate) Quiz In-Class Essay #1: bring LARGE green booklet & black or blue pen	1-4
5	Sep 16 /17 Sep 18 /19	B Chapter 2 (read & annotate) Quiz Bring Lunsford Group Work	3
6	Sep 23 /24 Sep 25 /26	B Chapter 3 (read & annotate) Quiz DUE: Rough Draft: Narrative Peer Review	1-4
7	Sep30/Oct 1 Oct 2 /3	DUE: Final Draft: Narrative 1000 word minimum L pages 284-289 Concise Writing	1-4 1,3
8	Oct 7 /8 Oct 9 /10	Feedback and Discussion of Narrative essay In-Class Essay #2: bring Large Green Booklet & black or blue pen	1-4 1-3
9	Oct 14 /15 Oct 16 /17	B Chapter 4 (read & annotate) Quiz Due: 3 topics for Review essay Group Workshop	1-4
10	Oct 21 /22 Oct 23 /24	NO CLASSES* Read and Annotate Good News Due: Rough Draft Review Peer Review	1-4
11	Oct 28 /29 Oct 30 /31	<i>One-on-One Conferences</i> (bring revised draft) DUE: Review + Short Presentations 1200 word min	1-4
12	Nov 4 /5	Feedback and Discussion of Review +bring article fr Good News	

