

San José State University
Department of English and Comparative Literature
English 1A, Composition 1 (GE A2), Section 65 & 87, Fall 2013

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| Instructor: | Kirstin Chen |
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| Email: | kirstin.chen@sjsu.edu |
| Office Hours: | Tuesdays, 12:30-1:30 |
| Class Days/Time: | Section 87: T/TH 1:30-2:45 Section 65: T/TH 3:00-4:15 |
| Classroom: | Section 87: BBC 120 Section 65: SH 348 |
| 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/Materials

The Call to Write, 6th Edition, Trimbur

The Everyday Writer, 5th Edition, Lunsford

Blue Books for in-class essays

Folder for in-class handouts

Binder paper or notebook for in-class writing assignments

Stapler for all assignments

Classroom Protocol

Attendance

Regular attendance is mandatory. It is very hard to do well in a writing course unless you are present and ready to participate in discussions, exercises, and workshops. If you must miss a class, be sure to communicate with a **classmate** to find out what you missed and to get copies of handouts.

You must come to class on time with all required materials. Chronic lateness or failure to have required materials will affect your grade.

Participation

Participation is a key component of this class and an important part of your grade. Show up prepared to actively engage in class activities. I encourage you to express your opinions during class discussions, even if they differ from those of the instructor or other students. Be sure to communicate respectfully to foster a learning environment that is comfortable for everyone.

Written Assignments

- All essays must follow standard MLA style as well as these guidelines:
- 12 pt. Times New Roman Font, double-spaced, 1-inch side margins, 1-inch top & bottom
- Each essay must meet the minimum length as specified by the assignment/ The Works Cited page does not count for page length.
- Papers must be submitted in hard copy form. E-mailed essays will not be accepted.
- Papers must be stapled with numbered pages according to MLA style.

Be advised: I DO NOT ACCEPT LATE WORK. All work, including essays, is due in class on the date assigned. If you are sick, it is your responsibility to get a friend to bring it to me in class or to place it in my mailbox **prior to the start of class.**

Electronics

Cell phones, laptops, and all electronic devices must be turned off and out of sight.

Plagiarism

At SJSU, plagiarism is defined as “the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements.” Plagiarism is a serious academic infringement and can result in failure of the course or even dismissal from SJSU.

Assignments and Grading Policy

Grading Scale: 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.

Essays/Grading

Students will complete **nine** essays—4 in-class essays and 5 out-of-class essays—for a total of 8,000 words. Students must complete all nine essays to pass the course.

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| In-class Essay (600-700 words) | 5 points |
| Close-reading essay (600 words) | 5 points |
| Rhetorical Analysis (1200 words) | 10 points |
| In-class essay (600-700 words) | 5 points |
| Profile (1200 words) | 10 points |
| In-class essay (600-700 words) | 5 points |
| Review (1200 words) | 10 points |
| In-class essay (600-700 words) | 5 points |
| Reflective Analysis (1200 words) | 15 points |
| Homework | 15 points |
| Participation | 15 points |

Readings

Readings listed in the syllabus must be read **before** the class date. A cursory reading will not suffice—students are expected to carefully read and annotate the assigned text. Students who have not read the material or are unable to comment on the assigned readings will receive a low participation grade.

Quizzes

Pop quizzes on assigned readings will be given at my discretion. Quizzes must be taken in class on the day given and cannot be made up.

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: www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan on Facebook.

English 1A, Fall 2013, Course Schedule T/TH

(Subject to Change)

Week One:

Thurs. 8/22 Introduction and Course Guidelines

Week Two:

Tues. 8/27 Reflecting on Your Writing

Analyzing Literacy Events

Due in Class: Reflecting on Your Writing

Thurs. 8/29 Reading: John Trimbur, *The Call to Write*, p 19-21, 23-24

In-class Essay 1: Literacy Narrative

Week Three:

Tues. 9/3 Reading: John Trimbur, *The Call to Write*, p 38-42

Robert Cohen's Sentence Exercise

Crafting an Appropriate Rhetorical Stance

Introduction to Close Reading

Thurs. 9/5 Reading: Andrea Lunsford, *The Everyday Writer*, The Basics of MLA

Discuss In-class Essay 1

Analyzing the Rhetorical Situation

Due in Class: Close-Reading Essay (CTW, p 49)

Week Four:

Tues. 9/10 Reading: John Trimbur, *The Call to Write*, p 55-60

Analyzing the Rhetorical Situation

Introduction to the Rhetorical Analysis Essay

Thurs. 9/12 Reading: Sample Student Essay (Handout)

Overview of Peer Review

Week Five:

Tues. 9/17 In-class reading: **Ann Lamott**, “Shitty First Drafts” (Handout)
Peer Review Workshop
Revision Overview
Due in Class: Rhetorical Analysis Essay (Working Draft)

Thurs. 9/19 Reading: **John Trimbur**, *The Call to Write*, p 203-207, 216-219
Introduction to Profiles
Finding a Subject / Developing Your Topic
Due in Class: Rhetorical Analysis Essay (Final Draft)

Week Six:

Tues. 9/24 Reading: **William Zinsser**, “Writing About People: The Interview” (Handout)
Field Research and Interviewing

Thurs. 9/26 Check-in / Further Research
Due in Class: Fieldwork Notes, with Cover Letter

Week Seven:

Tues. 10/1 Reading: **David Foster Wallace**, “Consider the Lobster” (Handout)
Query Letters

Thurs. 10/3 In-class Essay 2: Query Letter

Week Eight

Tues 10/8 Reading: **William Zinsser**, “The Lead and the Ending”
In-class Workshop: Leads

Thurs. 10/10 Reading: Sample Student Paper (Handout)
Overview of Peer Review

Week Nine:

Tues. 10/15 Peer Review
Due in Class: Profile (Working Draft)

Thurs. 10/17 Reading: **John Trimbur**, *The Call to Write*, p 344-347
Introduction to Reviews
Due in Class: Profile (Final Draft)

Week Ten:

Tues. 10/22 Reading: **John Trimbur**, *The Call to Write*, p 352-353, 355-357
In-class Essay 3: Rhetorical Analysis of 1 Review

Thurs. 10/24 Reading: **William Gibaldi**, "Here if You Need Me: 'Inside' and 'Signs and Wonders,' by Alix Ohlin" (Handout)
Ethics of Review Writing
Identifying and Assessing Criteria

Week Eleven:

Tues. 10/29 Reading: Two Reviews of *Igby Goes Down* (Handout)
Film Viewing: *Igby Goes Down*

Thurs. 10/31 Film Viewing: *Igby Goes Down*
Due in Class: Assessing What You Know (CTW, p 367)

Week Twelve:

Tues 11/5 Planning Your Working Draft
Writing Meaningful Endings
Due in Class: Identifying Criteria (CTW, p 368)

Thurs. 11/7 Reading: **John Trimbur**, *The Call to Write*, p 372-375
Overview of Peer Review

Week Thirteen:

Tues. 11/12 Peer Review
Due in Class: Review (Working Draft)

Thurs. 11/14 Introduction to Writing Portfolios
Due in Class: Review (Final Draft)

Week Fourteen:

Tues 11/19 Reading: TBD

In-class Workshop: Reflecting on Past Assignments

Due in Class: Bring in Graded Copies of 3 Final Drafts + Peer Reviews

Thurs. 11/21 In-class Essay 4: Letter to your Instructor

Week Fifteen:

Tues. 11/26 Introduction to the Reflective Analysis Essay

Thurs. 11/28 THANKSGIVING

Week Sixteen:

Tues 12/3 Reading: TBD

Thurs 12/5 **Due in Class: Reflective Analysis Essay**