English 1A

Spring ‘11

Section 11: MW 9:00 – 10:15

Section 19: MW 10:30 – 11:45

Instructor: Leanne Lindelof

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**Required Texts and Materials:**

*How to Write Anything*, Ruszkiewicz, John and Jay Dolmage

A full-volume dictionary

Blank paper/notebook for notes and in-class assignments

Blue books (green books) for in-class essays

Yellow book for final exam

**Course Guidelines**

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 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 Outcomes**

\*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 citiation of sources) at a colleg level of sophistication.

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

**ASSIGNMENTS:** The majority of your work in this class will be text analysis and essay writing. You will write a total of eight essays – one ungraded diagnostic, three graded in-class essays, and four out-of-class essays. You will also be completing periodic quizzes.

**Writing assignments** shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Throughout the course of the semester, students will produce assignments comprising 8000 words. Out of class essays must include a minimum of 1250 words while in-class essays will be at least 750 words in length.

**Readings** and the ensuing class discussions are integral parts of this course. Please give yourself enough time to complete the assigned reading by the date indicated on the syllabus. Mark the texts where necessary and come to class prepared to participate in discussion by adding your thoughts and comments. You will be expected to contribute to a thorough exploration of the ideas and issues examined.

**GRADE DISTRIBUTION:**

3 in-class essays: 150 pts.

4 out-of-class essays: 200 pts.

5 quizzes: 50 pts.

Final exam: 100 pts

**The University Essay Final Exam:** A common essay final, graded holistically, shall count 20 percent toward the course grade. Students must take the final exam in order to pass the course.

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

Grades given conform to the English Department and university grading policy. The Department of English is committed 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.

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

**PLAGIARISM** is the unacknowledged or improper use of sources. Penalties for plagiarism in this course will be in accordance with university policy.

**DISABLED STUDENT SERVICES:** Any student needing special assistance should contact Disabled Student Services, located in Administration 110, and discuss with the instructor the sort of assistance involved.

## 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/>.

**CELL PHONES/LAPTOPS :**

Cell phones may only be used to record assignments, and laptops must not be open during class. If you text or IM during class, you’re removing yourself from the discussion and lowering your chances of succeeding in the course.

**LATE ASSIGNMENTS:**

Late assignments will only be accepted with prior consent of the instructor; any assignment arriving after the class period has ended is considered late. Analogously, in-class assignments may only be made up with prior consent of the instructor, i.e. I must know before the date of an in-class essay that students are to be absent. There are no exceptions. Also, please don’t e-mail me to inquire about what transpired during class when you were absent. I really don’t like that. Your peers probably don’t mind, so you need to exchange contact info with at least one person in the class.

### COURSE SCHEDULE

W 1/26 Course introduction/Syllabus SLO 1, 2, 3, 4

M 1/31 Diagnostic essay (in-class essay #1) SLO 1, 2, 3, 4

W 2/2 Rhetorical modes SLO 1, 2, 3, 4

Appeals

“Self-Portrait,” Pastan

*Handouts*

M 2/7 Drafting – organization, outlines, paragraphs, transitions SLO 1

Lindelof’s grading

*HTWA*

W 2/9 Drafting – introductions, conclusions SLO 1

Narrative essays SLO 1, 2, 3, 4

*HTWA*

\*Narrative essay assigned

M 2/14 “Me Talk Pretty One Day,” Sedaris SLO 2, 4

“The Learning Curve,” Sedaris

*HTWA*

*Handout*

W 2/16 “Chop Suey,” Sukrungruang SLO 2, 4

“Enough,” Frykholm

Quiz

*HTWA*

M 2/21 Workshop narrative essay SLO 1, 2, 3, 4

W 2/23 Grammar SLO 3

Quiz

*HTWA*

\*Narrative essay DUE

M 2/28 Position papers SLO 1, 2, 3, 4

*HTWA*

W 3/2 In-class essay SLO 1, 2, 3, 4

M 3/7 Compare/Contrast SLO 1, 2, 3, 4

*Handouts*

W 3/9 “A Tale of Two Dystopias,” Fukuyama SLO 2, 4

*HTWA*

\*Comparison essay assigned

M 3/14 Readings TBD SLO 2, 4

*Handouts*

W 3/16 Grammar SLO 3

Quiz

*HTWA*

M 3/21 Workshop comparison essay SLO 1, 2, 3, 4

W 3/23 “Learning to Drive,” Pollitt SLO 2, 4

*Handout*

\*Comparison essay DUE

**3/28 – 4/1 SPRING BREAK**

M 4/4 Causal Analysis SLO 1, 2, 3, 4

*HTWA*

\*Causal analysis essay assigned

W 4/6 “Almost Before We Spoke, We Swore,” Angier SLO 2, 4

“Here I am Taking My Own Picture,” Williams

*HTWA*

M 4/11 “On Autism’s Cause, It’s Parents vs. Research,” SLO 2, 4

Harris and O’Connor

*HTWA*

Quiz

W 4/13 Workshop causal analysis essay SLO 1, 2, 3, 4

M 4/18 Argumentation

“Declaration of Independence” SLO 1, 2, 3, 4

*HTWA*

*Handouts*

\*Causal analysis Essay DUE

\*Argumentative Essay assigned

W 4/19 In-class essay SLO 1, 2, 3, 4

M 4/25 Martin Luther King, Jr. SLO 1, 2, 3, 4

*Handouts*

W 4/27 “The Young, the Rich, and the Famous,” Natadecha-Sponsel SLO 2, 4

“Pay to be Saved,” Klein

*HTWA*

M 5/2 Grammar SLO 3

*HTWA*

Quiz

\*Argumentative Essay DUE

W 5/4 Revising and Editing SLO 1

*HTWA*

M 5/9 In-class essay SLO 1, 2, 3, 4

W 5/11 Prep for final exam SLO 1, 2, 3, 4

SAT 5/14 FINAL EXAM 8 a.m.

M 5/16 Class summary SLO 1, 2, 3, 4

\*NOTE: Assignments, but not due dates, are subject to change