

**San José State University**  
**English 1A**  
**Composition I, Sections 17 & 28, Fall 2012**

<b>Instructor:</b>	Ed Sams
<b>Office Location:</b>	FO-212
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<b>Office Hours:</b>	T-TH noon—1:30 p.m., TH 4-4:30 p.m.
<b>Class Days/Time:</b>	Section 17: 9 a.m.—10:15 a.m. Section 28: 10:30—11:45 p.m.
<b>Classroom:</b>	Section 17: SH 444 Section 28: SH 444

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page 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 (or other communication system as indicated by the instructor).

**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 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. Passage of the English Proficiency Test (EPT) or passage of an approved substitute course for the EPT is prerequisite.

**Course Goals**

Students will 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 thesis tailored to a particular audience and purpose

Prewriting, organizing, composing, revising, and editing

The ability to explain, analyze, develop, and criticize ideas effectively  
Effective use 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 (punctuation, spelling, reference, agreement)

(The above objectives will all be realized through the writing process developed in the course content.)

### **Course Learning Objectives:**

Learning Objective 1: Students will write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing.)

Learning Objective 2: Students will write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

Learning Objective 3: Students will write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

Learning Objective 4: Students will write complete essays that demonstrate the ability to write for different audiences.

### **Required Texts/Readings**

*Bedford Handbook* (8th.ed), *Patterns of College Writing* (12<sup>th</sup>), collegiate dictionary, three blue books (for in-class essays), one yellow book

### **Classroom Protocol**

Students are expected to be in class on time with their books and homework ready to answer questions on the assigned reading. Please no text-messaging, phoning, or any non-class related use of computers. There is no provision for late work. Should you be absent from class, contact me immediately by phone or email.

### **Dropping and Adding: Drop Deadline is Sep 4 . Add deadline is Sep 11.**

### **Assignments and Grading Policy**

Eight 1000-word essays are required in English 1A for a minimum of 8,000 words. Writing assignments will give repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing.

English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class period, and readings will be accompanied by some form of writing. It is therefore imperative that you complete the readings prior to each class and come with your book prepared to discuss them in class.

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

This is an A, B, C, D, F course. You must earn at least a C in order to pass. Any student with a final grade below a C must repeat the course.

### **Grading Scale**

A=excellent (correct, persuasive, informative prose) A+=100, A=95, A-=90  
B=good (clear, well-developed, well-organized writing) B+=89, B=85, B-=80  
C=satisfactory (clear thesis, coherent sentences, complete essay) C+=79, C=75, C-=70  
D=unsatisfactory (unclear, incorrect, incomplete effort) D+= 69, D=65, D-=60  
F=failure (off-topic, plagiaristic, late) F=50

### **Final Average**

4 in-class essays=30%, 4 out-of-class essays=30%, 1 final exam=20%, 10 quizzes=10%,  
Participation=10%.

### **University Policies**

**Plagiarism: Presenting the ideas or writings of another as one's own is plagiarism. Evidence of plagiarism will be referred to the Office of Student Conduct. For this and every course at SJSU, be familiar with the Policy on Academic Integrity printed in the SJSU Catalog**  
[http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).)

### **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 DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

## English 1A ,Sections 17 & 28,Fall 2012, Course Schedule

*Note: The instructor reserves the right to revise the requirements and to notify students of such revision in a timely manner (at least one class meeting in advance). Readings indicated with asterisks are not non-fiction prose.*

Week	Date	Tuesday	Thursday
1	Aug 23		Intro, <b>diagnostic essay</b> LO 1, 2, 3, 4
2	Aug 27	Bed 19 LO 2,	Patterns 2, 3; Quiz LO 1, 3
3	Sep 3	Pat 4, 6 LO 1, 3	Pat 6 (311*); Bed 20 LO 2, 3
4	Sep 10	Quiz, Bed 21; Pat 7 (190) LO 1, 2, 3, 4	Quiz, Pat 8 (258); Bed 27 LO 1, 3
5	Sep 17	<b>journal due</b> LO 2,3	Quiz; Pat 9 (281); Bed 29 LO 1, 3
6	Sep 24	Quiz; Pat 10; Bed 26 LO 1, 3	<b>in-class narrative essay</b> LO 2, 3,4
7	Oct 1	Quiz; Pat 10 (339, 361, 466) LO 2, 3	Pat 11; Bed 32, outline due LO 1, 2, 3
8	Oct 8	Quiz; Pat 11 (393, 404, 410) LO 1, 2, 3	<b>causal analysis due</b> LO 1, 2, 3, 4
9	Oct 15	Pat 12 (460), outline due LO 1, 2, 3	Pat 13 (507, 516), Bed 32 LO 2, 3
10	Oct 22	Dictionary, <b>in-class comparison essay</b> LO 2, 3, 4	Quiz, Pat 14 LO 1, 2, 3
11	Oct 29	Pat 14 outline due LO 1, 2	Pat 14 (553, 566) LO 1, 2
12	Nov 5	<b>definition essay due</b> LO 2, 3, 4,	Pat 15; outline due LO 1, 2
13	Nov 12	Pat 15 (685) LO 1, 2	<b>argumentative essay due</b> LO 1, 2, 3, 4
14	Nov 19	Bed 36 <b>in-class rewrite</b> LO 1, 2, 3, 4	THANKSGIVING
15	Nov 26	Quiz, Bed 45 LO 1, 2, 3, 4	Quiz , Final Exam Prep LO 1, 2, 3
16	Dec 3	<b>Practice Final Exam</b> LO 3	Final Exam Prep LO 3
	Dec. 8	Final exam on Saturday at 8 a.m. (location to be announced)	