# San José State University Department of English and Comparative Literature English 1A: Composition I, Section 37 , Spring 2012

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| Instructor: | Amanda Kolstad |
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| Office Hours: | W 3pm – 4 pm and by appointment |
| Class Days/Time: | MW 1:30 pm – 2:45 pm |
| Classroom: | Boccardo Business Building 221 |
| Prerequisites: | Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT**.** |
| GE/SJSU Studies Category: | GE Area 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.

## 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).

### GE/SJSU Studies Learning Outcomes (SLO)

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

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.

## Required Texts/Readings

### Textbooks

* Andrea Lunsford, *The Everyday Writer* with 2009 MLA and 2010 APA Updates.  Spiral Bound, 4th edition, 2010, Bedford Books. 978-0-312-66486-2.
* Bruce Ballenger, *The Curious Writer*, Concise Edition. Longman (part of Pearson group), 3rd edition, 2011. ISBN 9780205780198.
* Robert Atwan, *The Best American Essays*, 6th edition. Cengage, 2011.  ISBN 9781439083871.

All three books are available at the SJSU Bookstore. If you decide to buy through another source, make sure you match the ISBN.

In addition to the required texts, each student should come to class with a notebook and a blue or black pen. All in class essays will be completed in pen in a blue book.

**Classroom Protocol**

**General:** Students are expected to come to class on time having completed the readings listed for that day on the class schedule. Students arriving more than 10 minutes late will not receive participation points for the day. Students are also required to respect classmates and refrain from interrupting the class.

**Electronic Devices:** No cell phones, laptops, or iPods are allowed in class unless you require an accommodation pertaining to the ADA act. Use of these devices will result in the loss of participation points for the day.

**Peer Editing:** On Peer Editing days, students must have 1 copy of your rough draft consisting of at least 750 words. If a student fails to produce these drafts, their essay will drop one letter grade.

**Late Work:** Except in emergency situations, late work will not be accepted. If you are unable to attend class on a due date, you may submit work online if you can produce documentation of your illness/incident. If a student must submit a paper via email, it must be sent by 1:30 pm on the due date. Failure to provide documentation will result in a grade of "No Credit"(F). This policy is in place with the goal of making students accountable for their actions.

## 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/>.

**¡¡¡Last Day to Drop Class without Permanent Record Notation: Monday February, 6 2012!!!**

**Assignments and Grading Policy:**

**Participation/Homework (15%):** Students are expected to actively engage in class discussion. Because some students are unaccustomed speaking to a large group, part of this grade will include “Warm-Up” exercises which will help students strengthen grammar and critical thinking skills. These Warm Ups will be approximately 75-100 words each. This will address **SLO 3**. Students may occasionally be required to complete exercises from the textbook for homework.

**In-class Essays (20%):** Students will write four in-class essays that will be worth 5% each.

* ***The*** ***first essay*** is a Diagnostic essay to evaluate the student’s strengths and weaknesses in writing.
* ***The*** ***second essay*** is a mock final. Students will synthesize the knowledge from this course and apply critical thinking skills to a prompt from a previous final.
* ***The third essay*** will be a mock final as well, the most recent final prompt will be addressed.
* ***The*** ***fourth essay*** will ask students to evaluate their growth and development in English over the course of the semester.

**Literacy Narrative (10%):** Students will prepare an essay recounting an important memory relating to reading and/or writing. They will focus on how this experience altered or influenced their writing.

**Proposal Essay (10%)** Students will explore the details of a problem and then propose a plausible solution. Students will be asked to identify the proper audience for the proposal.

**Annotated Bibliography (5%)** The Argumentative Essay will be accompanied by an annotated bibliography of no fewer than **five** entries.

**Argumentative Essay (10%)** Students will write an argumentative essay. They will combine rhetorical skills with research skills to produce a clear and concise thesis.

**Literary Criticism Essay (10%)** Students will use their knowledge of literary criticism to evaluate/analyze one of the essays in Atwan's *The* *Best American Essays*. No outside sources should be consulted.

**All final drafts must include peer edited rough draft.**

**Revision**: Students may revise an essay, using the instructor's remarks to correct their mistakes for up to 1/2 letter grade increase. The student has one week to complete this process.

**Final Exam (20%):** The same final exam is taken by all of the students taking English 1A during the semester. The English Department requires the final exam to be 20% of the final grade for the course.

**¡¡¡THE FINAL EXAM DATE IS MAY 5!!!**

**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.

**Grade Breakdown:**

**15% Participation/Homework**

**10% Literacy Narrative**

**10% Literary Criticism Essay**

**10% Proposal Essay**

**5% Annotated Bibliography**

**10% Argumentative Essay**

**20% In-Class Essays**

**20% Final Exam**

## University Policies

### 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](http://dev.sjsu.edu/studentconduct/) 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Additional Resources for Students:**

**ͽMLK Library:**

-Extended hours for SJSU students only.

-Large collection of academic databases for scholarly research.

**ͽLearning Assistance Resource Center (LARC)**

-Tutoring

-Student Services Center Room 600

-Monday-Thursday 8:30am-6pm and Friday 9am-4pm.

**ͽWriting Center:**

-Writing/Essay assistance.

-Clark Hall 126

-M-Thursday 9:30am-5:30pm and Friday 9:30am-12:30pm

**ͽPurdue Online Writing Lab:**

-This online resource contains several examples of MLA format.

-http://owl.english.purdue.edu

# English 1A: Composition I, Fall 2011, Course Schedule

Reading assignments are due on the day where they are listed. The course schedule below is subject to change.

| Week | Date | Topics, Readings, Assignments, Deadlines |
| --- | --- | --- |
| 1 | W 1/25 | Introduction to the Course |
| 2 | M 1/30 | **In-class Essay #1: Diagnostic Essay**, **750 words** |
|  | W 2/1 | Prewriting for Literacy Narrative, SLO 1  Atwan: “Mother Tongue” by Amy Tan |
| 3 | M 2/6 | *The Curious Writer* Chapter 1  Atwan: “The Dark Art of Description” by Patricia Hampl |
|  | W 2/8 | Peer Revision Editing, SLO 1 **Draft Due**  *The Curious Writer*, Chapter 2  Atwan: “Book Marks” by Rebecca McClanahan |
| 4 | M 2/13 | **Literacy Narrative DUE**, **1000 words, SLO 2, 4**  Begin discussing Critical Response. |
|  | W 2/15 | Introduction to Critical Response  Atwan: “On Seeing England for the First Time” by Jamaica Kincaid |
| 5 | M 2/20 | *The Curious Writer*, Ch. 7 |
|  | W 2/22 | Prewriting for Response Essay, SLO 1  Atwan: “Silent Dancing” by Judith Ortiz Cofer |
| 6 | M 2/27 | **Peer Editing for Critical Response SLO 1** |
|  | W 2/29 | **Critical Response Due 1000 words, SLO 2,4**  *The Curious Writer*, Ch. 5 |
| 7 | M 3/5 | Intro/Prewriting for Proposal Paper SLO 1 |
|  | W 3/7 | Atwan: “The Singer Solution to World Poverty” by Peter Singer |
| 8 | M 3/12 | **Critical Response Essay DUE, 1000 words, SLO 2, 4** |
|  | W 3/14 | *The Curious Writer*, Ch. 5  Prewriting for Proposal Essay, SLO 1 |
| 9 | M 3/19 | **Peer Editing Proposal Paper SLO 1** |
|  | W 3/21 | **Proposal Essay Due, 1000 words, SLO 2,4**  Reflection on Proposal Paper. Begin discussing Research/Argumentation. |
|  | 3/26-3/30 | **SPRING RECESS-NO CLASS!** |
| 10 | M 4/2 | Introduction to Research/Argumentative Essay  *The Curious Writer* Chapter 6 |
|  | W 4/4 | Prewrite Argumentative Essay.  *The Curious Writer* Chapter 8  Atwan: “Shouting Fire” by Alan M. Dershowitz |
| 11 | M 4/9 | *The Curious Writer*, Ch. 9  Atwan: “Our Vanishing Night” by Verlyn Kinkenborg |
|  | W 4/11 | **Annotated Bibliography Due**  Atwan: “The Stunt Pilot” by Annie Dillard |
| 12 | M 4/16 | “Letter from Birmingham Jail” by Dr. Martin Luther King Jr. (handout).  Atwan: “What’s Wrong with Animal Rights” by Vicki Hearne |
|  | W 4/18 | **Argumentative Essay Due for Peer Revision, SLO 1**  Atwan: “Hair” by Marcia Aldrich |
| 13 | M 4/23 | **Argumentative Essay DUE**, **1250-1500 words. SLO 2, 4** |
|  | W 4/25 | **In Class Essay #2 750 words.** |
| 14 | M 4/30 | Workshop In Class Essay #2. Atwan: “The Stone Horse” by Barry Lopez  *The Curious Writer* Chapter 3 |
|  | W 5/2 | **In-class Essay #3: practice for Final Exam, 750 words** |
|  | **Saturday 5/5** | **FINAL EXAM 8am-10am!!!** |
| 15 | M 5/7 | *The Curious Writer*, Ch. 4 |
|  | W 5/9 | **In-class Essay #4** **500 words, SLO 4** |
| 16 | M 5/14 | Course Wrap-Up |