

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Sections 52 & 68, Spring 2013**

<b>Instructor:</b>	Professor Masters
<b>Office Location:</b>	Faculty Office Building 218
<b>Telephone:</b>	(408) 924-4663 ( <b>E-mail is my preferred method of contact</b> )
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<b>Office Hours:</b>	Mondays, Wednesdays 1:30 – 2:30 p.m.; Fridays 12-1 p.m.
<b>Class Days/Time:</b>	<b>Section 52: 3:00-4:15 p.m. in Sweeney Hall 348</b> <b>Section 68: 4:30-5:45 p.m. in Boccardo Business Center 120</b>
<b>GE Category:</b>	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 Theme**

This semester, I am looking forward to exploring American cultural myths with you. We are constantly influenced by our surroundings: our community, family, friends, what we see on television, what we hear in music – the list continues. During the next four months, we will think critically about the myths that shape how we think about family, race, education, gender, and more. My intention of exploring these myths is to accomplish two goals with you. The first goal is to better understand how societal constructions shape our views so we can make informed and healthy decisions in the future. The second goal is to become better aware and more respectful of the people around us.

### **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 (SLOs):**

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.

#### **Estimation of Per-Unit Student Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

#### **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/Readings**

##### **Textbooks:**

- *The Everyday Writer*. Fifth edition. Andrea A. Lunsford, Bedford/St. Martin's, 2010. ISBN-13: 978-1-4576-0004-3 (**Note: all incoming freshmen receive a free copy of this. Any student not incoming this semester will need to purchase it**)

- *Rereading America: Cultural Contexts for Critical Thinking and Writing*. Ninth Edition. Gary Colombo, Robert Cullen, and Bonnie Lisle. Bedford/St. Martin's, 2010. ISBN-13: 978-1457606717
- A college-level English dictionary, such as *Merriam-Webster* or *American Heritage*

**Other material requirements:**

- Six large blue/green examination booklets.
- **Canvas:** You will be turning in all of your out-of-class essays to Canvas, SJSU's online classroom support program. You are already registered for Canvas, and I will show you how to use it in class. Turnitin.com, a plagiarism resource, is embedded in this software.

**Helpful Campus Resources**

- **Accessible Education Center (AEC)** The Disability Resource Center (DRC) will have a new name – the Accessible Education Center. Research of best practices in higher education suggests the removal of the term “disability” from co-curricular programs. The center's new name incorporates a philosophy of accessible education for students with disabilities without emphasizing their disabilities. The Accessible Education Center or AEC will continue to function as a comprehensive department featuring distinct yet interconnected programs, services, and accommodations aimed at the strategic removal of barriers that inhibit students with disabilities' full physical and curricular access, co-curricular engagement and learning, and effective communication. The new name reflects the broad scope of attention and support for our students with disabilities and the University's continued commitment to increasing accessibility and inclusivity on campus. Location: Administration Bldg, Rm. 110. Website: <http://www.sjsu.edu/aec/>
- **Counseling Services** Counseling Services provides quality services to students so they can achieve their goals of becoming successful graduates of San José State University, both academically and socially. To fulfill this objective, we look at the whole student and provide guidance and tools to become productive and well rounded. Professionally trained psychologists, social workers, and counselors are available for students on an individual, couple, or group basis for counseling on a variety of psychological and academic issues. In addition, we provide services such as outreach presentations for students, student groups, staff, and faculty; consultations on issues of student mental health and campus climate; and professional training, teaching, and supervision for future mental health personnel, consistent with the educational mission of the University. Location: Administration Building, Room 201. Website: <http://www.sjsu.edu/counseling/>

- **Peer Connections:** Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students. We encourage students to become independent learners who are engaged with their campus experience. Our mentors and tutors are SJSU students, just like you - they understand the challenges you may be facing, and will assist you to the best of their abilities. Locations: Student Services Center (SSC) 600, Martin Luther King, Jr. Main Library in room LL 67, Academic Success Center in Clark Hall, on the first floor next to the Computer Lab, and Living Learning Center (LLC) in Campus Village B. Website: <http://peerconnections.sjsu.edu/>
- **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](http://www.sjsu.edu/writingcenter). Location: Clark Hall, Suite 126.

## Classroom Protocol

In an effort to make you a better editor of your own work, I will sometimes make sentence-level corrections to only one page or paragraph of your essay. You should assume that the corrections I've made are applicable to your entire essay.

All electronic devices will be turned off and put away prior to the start of the class period, unless you have an exception from the DRC.

Bring all books to all class meetings.

Come to class prepared to participate, meaning that you have read assigned readings and finished homework for that day, and have prepared questions and comments on the assigned readings.

Missed homework may **NOT** be made up without an acceptable excuse and a doctor's note or other documentation.

I will **NOT** accept any assignment via e-mail (essays, homework, reading responses, etc.).

## Email

Remember basic email etiquette: Identify yourself and what class you are in, and be aware of your audience, purpose, and tone. If e-mailed during the week, Monday through Thursday, expect a response within **24** hours. If e-mailed during the weekend, Friday through Sunday, expect a response in **48** hours, or after the weekend. Take a moment to look ahead at assignments and due dates before the weekend to make sure you understand

the assignment, and exchange e-mail addresses with peers in class (form a “help” network).

## **Assignments and Grading Policy**

**Grading:** A-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. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

**Readings:** All readings must be done prior to coming to class for the day they are assigned. There will be assignments and quizzes based on these readings, and you will be expected to participate in class discussion.

**Homework:** You will have weekly homework assignments consisting of peer reviews, grammar exercises, paragraph revisions, reading responses, and additional readings not on the syllabus.

- All homework will be turned in on time by the due date and will be used for class participation points.
- Homework cannot be made up without a written medical excuse or other documentation deemed acceptable by me.

Homework assignments will be assessed by a 10 point scale. The points are cumulative. Keep track of all of your assignments and do not throw anything away until the end of the semester.

**In-class Essays:** You will have three in-class essays, beginning with the diagnostic. On these days, bring a blue/green exam booklet, pen, and non-electronic dictionary. The purpose of these in-class essays are to help you begin developing ideas for your future out-of-class essays.

**Out-of-class Essays:** You will write four out-of-class essays, the last of which will be a reflective analysis of the work you have done in class, and will accompany your **final portfolio** that you will submit at the end of class.

- You will receive assignments detailing all of the requirements for the essay.
- All out-of-class essays will be turned in Canvas midnight the day the assignment is due. **Late essays**, essays received after midnight (yes, this means essays received at 12:01 p.m. and later), will be docked ten points (10% of the grade) for each calendar date that it is late. I will **NOT** accept any assignment via e-mail.
- Your essays will follow MLA guidelines for citations and formatting.

**Rubrics:** Your essays are graded with a rubric that focuses on content and ideas, style, organization, and mechanics. This rubric will be available to you in class. As well, I mark and comment on your essays online and expect you to read and understand these comments. This system is designed to help you improve your writing, and I expect to see progress in your writing as you learn from the marks.

**Mechanics:** All out-of-class essays must demonstrate competency in the grammatical and syntactical conventions of Standard English in order to receive a passing grade.

**\*All essays must be written and turned in to pass the course. This course has a minimum word requirement of 8,000 words. \***

**Participation:** Participation equates to engaging in class discussion, asking questions, and completing work done outside of class, including homework, reader responses, and close reading. Presentations, in-class exercises and quizzes also make up the participation grade. Participation assignments are 10 points each.

**Final Course Grades:**

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.**

<b>Essays:</b>	<b>70%</b>
Essay #1: Diagnostic	0%
Essay #2: Descriptive Narrative	10%
Essay #3: In-class essay	15%
Essay #4: Analyze and Explain	10%
Essay #5: In-class essay	15%
Essay #6: Taking a position	10%
Essay# 7: Final Reflective Analysis	10%
<b>Homework:</b>	<b>20%</b>
<b>Participation:</b>	<b>10%</b>
<b>Total:</b>	<b>100%</b>

**Final Portfolio:** Instead of a final exam, you will write a critical reflection at the end of the class (Essay #7). Think of it as a scientific study of your progress as a writer over the semester's four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. **This course does not have a final exam.**

## English 1A, Fall 2013, Course Schedule

*The schedule is subject to change with fair notice by e-mail and in class. Readings and assignments are due on the day that you see them on the syllabus. For example, on 8/28, you will come to class having already read “Looking for Work,” “The Color of Family Ties,” and responded to the assigned homework questions at the end of the readings.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introduction and review of the syllabus; Read <b>RA</b> : “Introduction: Thinking Critically” p. 1-16 ; Reading rhetorically (SLO 1,2)
2	8/26  8/28	<b>Essay #1 (in-class): Diagnostic</b> – bring large blue/green exam booklet, pen, non-electronic dictionary (SLO 1-4)  <b>MYTH OF THE MODEL FAMILY</b> <b>RA</b> “Looking for Work” (p. 22, answer #8); “The Color of Family Ties” (p. 47, answer #2) (SLO 2,3)  Introduction to <b>Essay #2: Descriptive Narrative</b> ; bring <b>EW</b> to class: “Rhetorical Situations” (SLO 1-4)
3	9/2  9/4	<b>No Class – Labor Day</b>  Diagnostic essay review; grammar marks and their meanings; <b>RA</b> “Proposition 8” (p. 67, answer question #2); “Prop 8 Hurt my Family” (p.69, answer #2) (SLO 1-4)
4	9/9  9/11	Devices of Description and Narration; bring <b>EW</b> to class “Planning and Drafting”) (SLOs 1,2,4)  <b>Due: Peer Review of First Draft of Descriptive Narrative. Bring two hardcopies to class.</b> (SLOs 1-4)
5	9/16  9/18	<b>RA</b> “The Accordion Family” (p. 83, answer question #1); “Quality Time” (p. 93, answer question #2); In-class discussion: <b>RA</b> “Visual Portfolio” (71-78) (SLO 1,2)  In-Class Presentations of <b>RA</b> “ <i>Visual Portfolios</i> ” (p 57-64)
6	9/23	<b>Essay #3: In-class essay</b> – bring large blue/green exam booklet, pen, non-electronic dictionary (SLO 1-4)  <b>Due: Final Draft of Descriptive Narrative to Canvas by midnight</b>  <b>MYTH OF EDUCATION AND EMPOWERMENT</b>

Week	Date	Topics, Readings, Assignments, Deadlines
	9/25	<i>RA</i> “Learning Power” (p. 103-109); “Against School” (141); answer question #3 (SLO 1,2) Introduction to <b>Essay #4: Explanation and Analysis</b> (SLO 1-4)
7	9/30	<i>RA</i> “From Social Class” (163); answer questions 2, 5, 6; Devices of explaining and analyzing; bring <i>EW</i> to class ((SLO 1,2,4)
	10/2	Bring <i>EW</i> to class; a review of fragments, run-ons, and punctuation In-class: Discuss <i>RA</i> “Visual Portfolio” (187-192) (SLO 3)
8	10/7	Review of in-class essay #3; RSA video: “Changing Educational Paradigms” (SLO 1-3)
	10/9	Bring <i>EW</i> to class; Dangling and Misplaced Modifiers (SLO 1-3)
9	10/14	<b>Due: Peer Review of First Draft of Explanation and Analysis. Bring two hardcopies to class.</b> (SLO 1-4)
	10/16	<i>RA</i> “Learning to Read” (p. 189, answer questions 1,2,4) (SLO 1,2) Bring <i>EW</i> to class; mechanics review as needed
10	10/21	Bring <i>RA</i> to class; “Class in America” (p. 281); Class presentations on questions #1,2,5 (SLO 1,2)
	10/23	<b>THE MYTH OF THE MELTING POT: <i>RA</i> “Causes of Prejudice”</b> (504); answer questions 1, 3, 8. In class: “From Notes on the State of Virginia” (p. 497). (SLO 1,2,4)
11	10/28	<b>Essay #5: In-class</b> – bring large blue/green exam booklet, pen, non-electronic dictionary (SLO 1-4) <b>Due: Final draft of Explanation and Analysis to Canvas by midnight</b> (SLO 1-4)
	10/30	<b>Introduce Essay #6: Taking a Position</b> Rhetorical devices of argument and persuasion Bring <i>EW</i> to class; MLA format; plagiarism (SLO 1-4)
12	11/4	<i>RA</i> “Models of American Ethnic Relations” (p. 565, answer #1); “From Rez Life” (p. 578, answer #1) (SLO 1,2)
	11/6	Review in-class essay #5; Bring <i>EW</i> (quoting, paraphrasing, and summarizing) (SLO 1-3)



Week	Date	Topics, Readings, Assignments, Deadlines
13	11/11  11/13	<b>No Class – Veteran’s Day</b>  <b>Due: Peer Review of Taking a Position. Bring two hardcopies to class</b> (SLO 1-4)
14	11/18  11/20	<b>Introduce Essay #7 – Reflective Paper</b> Devices of critical reflection; bring <i>EW</i> (SLO 1-4)  <b>MYTHS OF GENDER</b>  <i>RA</i> “Becoming Members of Society” (p. 387, answer question #1); “Two Ways a Woman Can Get Hurt” (p. 420, answer questions 1-3) (SLO 1,2,4)
15	11/25  11/27	<i>RA</i> “Bros Before Hos” (p. 461, answer question #3, about one typed page); In class: “The End of Men” (p. 471) (SLO 1,2,4)  <b>Due: Final draft of Essay #6 – Taking a Position to Canvas by midnight.</b>  Rape culture, social media, and online bullying and harassment; sign up for end of year presentations
16	12/2  12/4	<b>Due: Peer Review of Essay #7 – Reflective Paper. Bring ONE hardcopy to class.</b> Group presentations  Group presentations
17	12/9	<b>Drop off final Essay #7: Reflective Analysis to my office; conferences</b> (SLO 1-4)