San José State University
Department of English and Comparative Literature
English 100A, Writing Competency through Genres

Section 2, Spring 2018

Course and Contact Information

Instructor:	Leanne Lindelof
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Office Hours:	M by appt. W 12:15 – 1:30
Class Days/Time:	MW 9 – 10:15
Classroom:	BBC 126
Prerequisites:	**Passed ENGL 1B or equivalent; taken WST at least once without passing.**
Canvas:	http://sjsu.instructure.com

Course Description

Serves as alternative satisfaction of the WST requirement if passed with a C or better (C- or lower will not satisfy the WST). Prepares students for 100W through drafting, feedback, and revision to demonstrate writing competency. Develops ability to analyze written genres used in the students' chosen disciplines as well as write analytical and reflective essays.

Course Goals

ENGL/LLD 100A is one course taught in two different departments. It is designed with the goal of preparing you to succeed in 100W, other upper division classes, and your profession. You will have intensive practice in prewriting, drafting, revising, and editing academic writing. You will be asked to research, analyze, and reflect on various kinds of writing and to produce a minimum of 5000 words, including a rhetorical analysis, a report about writing in your chosen discipline, and five critical reflective journals on a book-length work of fiction or non-fiction.

Course Learning Outcomes (CLO)

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

a. Use correct and situationally appropriate sentence structure and grammar;
b. Utilize feedback from instructor and peers to improve the accuracy and clarity of writing;
c. Recognize, select, and use basic activities of the writing process, including prewriting, organizing, drafting, revising, editing, and peer review;

d. Critically self-reflect about the writing process and about making context-appropriate rhetorical choices;
e. Critically read, interpret, and synthesize multiple texts;
f. Write well organized, well developed essays with a clear thesis;
g. Identify how types of written texts in a variety of fields (genres) are influenced by audience, situation, and purpose;
h. Employ research strategies to collect, analyze, and evaluate data from primary and secondary sources.

Required Texts/Readings

Textbook

Course Reader, Maple Press

Other Readings

The Circle, Eggers, Dave

Classroom Protocol

Classroom Protocol I have one rule: be respectful. This means no texting, no on-line shoe shopping, no unnecessary yawning, no snoring or otherwise making random noises. No arriving fifteen minutes late and interrupting the lecture or discussion to fumble to your seat.

Late work: Students must be in attendance to complete in-class assignments. Written assignments cannot be handed in late without prior consent of the instructor; any assignment arriving after the class period has ended is considered late. . . and will not be accepted.

Exception to late work rule: Students may make up missed in-class assignments with prior consent of the instructor. Out-of-class essays, in case of emergency (written and signed proof necessary), may be turned in up to one week late. Such work, however, might not be returned in a timely fashion.

Incompletes: No incompletes will be given for 100A.

Canvas: Students will be required to check Canvas regularly and to be familiar with ways Canvas will be used in the course.

Library Liaison

Matoush, Toby   Phone: (408) 808-2096   Email: toby.matoush@sjsu.edu

Course Requirements and Assignments

This is a portfolio-based writing class. Your final grade for the course will be based on scores given to your portfolio and your final exam.

Eligibility points: During the first 14 weeks of the semester, you will earn eligibility points for each assignment or activity that is required as well as for participation. The maximum number of points is 100. You must have at least 70

points to be eligible to submit your portfolio and take the final exam. If you have not earned the minimum of 70 points by the end of the 14th week of the semester, you will receive an F in the class and you will not be able to submit your portfolio. The points you receive prior to submitting your portfolio and the feedback you receive from your instructor on your drafts are intended to ensure that you have a complete portfolio, strong participation in the class, and improvement in your writing through feedback and drafting. The points you receive during this time will not be calculated as part of the final grade. They are simply an entry ticket that allows you to submit your portfolio and take the final exam.

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

Final grade: In the final weeks of the semester, you will assemble your portfolio, write a brief cover letter, and write an in-class final essay. Your final grade will be based on the scores given to your portfolio and final exam by two readers. The portfolio is worth 70% and the final exam is worth 30% of the final grade. (see grading rubric and grading scale included in this greensheet). To receive a C or higher for this course, you must receive at least 70% out of 100% on your portfolio and final exam combined.

After the portfolio and final exam are scored, the instructor may choose to petition a low-pass portfolio or final exam for a higher score if she or he believes the score is inaccurate. To be considered for such a petition, the student must be in good standing in the course and have excellent, consistent participation in all classroom activities. Students who fail the portfolio may, on the recommendation of the instructor, have one more opportunity to revise during finals week.

University's Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.

Final Examination or Evaluation

Grading Information

Description of Assignments

Assignment	Description	Word count	Assessment
Rhetorical Analysis	For this assignment you will analyze a piece of professional writing in your major or field or work, describing the rhetorical strategies that were used by the author and how these strategies contributed to the purpose of the document.	1500	Maximum 25 eligibility points

Assignment	Description	Word count	Assessment
Discipline Investigation	In this assignment, you will write a report about working in your major field. This report will describe an interview you will have with a professional in your chosen field; you will also write about information you collect from at least two outside sources (articles), following appropriate citation and reference styles (APA or MLA).	1500	Maximum 25 eligibility points
Five Critical Reading Reflection Journals	Throughout the semester, you will read sections of a full length work of fiction or non-fiction (*The Circle*) and respond to what you read in a series of reflective journals. Most of these will be timed essays written in class. At the end of the semester, you will place all of these journals in your final portfolio.	2000	Maximum 25 eligibility points
Cover Letter	This is a one paragraph letter to readers of your portfolio in which you explain which of the two above assignments (RA or DI) is your best work and why.	200-300	Maximum 5 eligibility points
Homework, quizzes, & participation	Your instructor will decide how to assign these points to your class work and participation.		Maximum 20 eligibility points
	By the end of the 14th week, you must have earned at least 70 points by doing all of the above work, including drafts, peer editing, revisions, etc. If you have not earned at least 70 points, you will not be allowed to submit your portfolio and you will receive an F.		**Maximum 100 points; minimum 70 points**
Final Portfolio	The portfolio must include the following: • The Portfolio Checklist initialed and signed by both student and instructor; • A clean, final draft of the cover letter – 200-300 words • A final, clean copy of two main assignments comprised of at least 3000 words of revised, polished writing (see above); • First and intermediate draft of each of the two main writing assignments which show instructor's comments and a rubric marked by the instructor; • Five CRR journals, including two in-class, handwritten journals; • The assignment sheets for all assignments;	3200 words of final, polished writing	Scored according to the scoring rubric by two readers. Worth 70% of your grade.
Final Exam	An in-class, timed essay, common across all sections of 100A.	500 words	Scored according to the scoring rubric by two readers. Worth 30% of your grade.

GRADING: 100A is graded A-F. CR/NCR is not an option in this course because a "credit" in 100A will not serve as alternative satisfaction of the WST requirement (students must receive a C or better in order to fulfill the WST requirement).

Determination of Grades

Grading Rubric to be used in evaluating both the portfolio assignments and the final exam.

THE WRITING:

4	• meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, and conventions. • is well-organized and thoroughly developed. • shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc. • intelligently addresses the assignment.
3	• meets most of the rhetorical expectations of the assignment, including purpose, format, etc. • is somewhat organized but may require more development. • contains some grammatical errors, inappropriate word choice, or incorrect usage that rarely obstruct reader's understanding. • may address some parts of the assignment better than others.
2	• meets few rhetorical expectations of the assignment. • shows weak development and cohesion and/or inappropriate rhetorical choices. • shows an accumulation of grammar and syntactical errors that interfere with readers' understanding. • omits or misunderstands major parts of the assignment.
1	• fails to meet the rhetorical expectations of assignment. • fails to organize and develop ideas. • contains grammar and syntactical errors that seriously interfere with readers' understanding. • fails to address the assignment.

Guide to the four categories
• Rhetorical expectations, including purpose, format, tone, etc.
• Development and organization
• Grammar and syntax
• Addressing the assignment or topic

Letter grade to percentage scale
A+   98-100
A   94-97
A-   90-93
B+   86-89
B   82-85
B-   78-81
C+   73-77
C   70-73   Serves as alternative satisfaction of the WST
C-   66-69   Does not serve as alternative satisfaction of the WST

D+   62-65
D   58-61
D-   54 or lower
F   Not eligible for portfolio and final exam

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus nformation web page](#) at http://www.sjsu.edu/gup/syllabusinfo/"

IMPORTANT COURSE POLICIES

1. Statement of Plagiarism: The LLD and English Departments would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:

    1.2.1   Plagiarism. At SJSU, plagiarism is 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 at SJSU includes but is not limited to:

    1.2.2   The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

    1.2.3   Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own.(available at http://info.sjsu.edu/static/catalog/policies.html - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any ENGL or LLD 100A course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

How to avoid plagiarism. It is not always easy to recognize whether you are legitimately citing the work of others or whether you have "crossed the line" into plagiarism. To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention.   Students are fully accountable for understanding these policies. https://libguides.sjsu.edu/plagiarism/how-to-avoid-plagiarism

Student Resources (optional)

1. SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis.   Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

2. **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 at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

3. **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling**.**

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Course Schedule

Subject to change with fair notice made available via in-class or Canvas announcement.

Week	*Monday*	*Wednesday*
Week 1 1/24		• Course introduction
Week 2 1/29-1/31	• Introduction to key concepts: discourse communities, genres, and rhetorical	**Diagnostic In-Class Journal #1**

Week	Monday	Wednesday
	analysis	
Week 3 2/5-7	Introduce Rhetorical Analysis assignment (RA) • HW for next class – bring possible documents for analysis for the RA	CR readings TBD HW: begin looking for a person to interview for the Discipline Investigation assignment
Week 4 2/12-14	CR readings TBD	**Journal 2**
Week 5 2/19-21	CR readings TBD	**DUE date: First draft of Rhetorical Analysis Peer Review**
Week 6 2/26-2/28	**DUE date: Second Draft of RA Individual strategies**	**DUE date: Second Draft of RA Individual strategies**
Week 7 3/5-7	Introduction to Discipline Investigation (DI)	**Journal 3 DUE date: Semi-Final draft of RA**
Week 8 3/12-14	Grammar, syntax (handouts)	Tight sentences (handouts)
Week 9 3/19-21	**Journal 4**	**DUE date: First draft of Discipline Investigation Peer Review**
Week 10 3/25-29	*Spring Recess – no classes*	*Spring Recess – no classes*
Week 11 4/2-4	**DUE date: Second draft of DI Conferences**	**DUE date: Second draft of DI Conferences**
Week 12 4/9-11	*The Circle*	*The Circle* **DUE date:Semi- Final draft of DI**
Week 13 4/16-18	*The Circle*	**Journal 5**
Week 14 4/23-25	Assign cover letter / Final Exam Prep	**• Students notified if they are not eligible for the portfolio and final exam. • Portfolio preparation workshop for eligible students**
Week 15 4/30-5/2	**Portfolio Submission Deadline**	**Final Exam DONE In Class**
Week 16 5/7-5/9	**No more 100A (whole) class meetings after 5/4!**	
Week 17 5/15	**RESULTS CONFERENCES, PORTFOLIOS RETURNED TO STUDENTS**	