Course and Contact Information

Instructor: Megan Alfaro
Office Location: FO 108
Telephone: 408-924-4486
Email: megan.alfaro@sjsu.edu
Office Hours: Tuesdays and Thursdays from 12:00-1:00
Class Days/Time: Tuesdays and Thursdays, 1:30-2:45pm
Classroom: Sweeney Hall 411
Prerequisites: English Placement Test

GE/SJSU Studies Category: GE Area A2 Written Communication

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1A Course Description
English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations. This particular section will focus on topics relating to current events by examining academic texts, political speeches, informal digital interactions, visual art, short films, and various essays. Be prepared to (tactfully and respectfully) discuss race relations, gender, politics, sexuality, and visions of the future.

ENGL 1A Learning Outcomes (CLO)
Upon successful completion of the course, students will be able to:
1. demonstrate the ability to read actively and rhetorically;
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Three essays will be written in class, because in-class writing is valued and students should be able to perform well in timed writing situations. In addition to the three in-class essays, there will be four formal essays. These essays will be written outside of class and go through the revision process before being finalized. All formal, out-of-class essays must be turned in via Canvas and in hardcopy on the day they are due.

There is also an online discussion element to this course. Students are required to make one formal discussion post via Canvas during the semester, and must comment on other students’ discussion posts at least four times during the semester. A sign up sheet will be provided on the first day of class for students to choose which topic they would like to post about (posting dates are pre-determined).

The format for all essays is as follows:
1. Out-of-class essays and in-class essays that are typed must be typed in a 12 point, serif font such as Times New Roman.
2. Handwritten essays must be written in blue or black ink, and the writing must be legible.
3. All essays must be double-spaced.
4. All essays must be written in the MLA format.

Reading: Articles, essays, online discussion posts, and excerpts from longer works will be given as reading assignments during the semester. These assignments will serve as the foundation for class discussion and aid in the development of writing topics.

Final Experience: The final project will consist of a paper of 1,200 words, accompanied by a five minute presentation utilizing an audio/visual component approved by the instructor prior to presenting.

Required Texts: The textbook for the course is *The Norton Field Guide to Writing with Readings and Handbook, 3rd Edition* (ISBN 978-0-393-91959-2). Additional assigned reading is provided by the instructor via Canvas, or will otherwise be available online.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at http://www.sjsu.edu/senate/docs/S12-3.pdf.
### Assignment Word Count and Learning Goals

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Count</th>
<th>CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Essay</td>
<td>1250</td>
<td>1-3, 5</td>
</tr>
<tr>
<td>In-Class Essay: Expository</td>
<td>750</td>
<td>1-5</td>
</tr>
<tr>
<td>Persuasive/Argumentative Essay</td>
<td>1250</td>
<td>1-5</td>
</tr>
<tr>
<td>In-Class Essay: Visual Rhetoric</td>
<td>750</td>
<td>1-5</td>
</tr>
<tr>
<td>Proposal for Multi-Modal Project</td>
<td>750</td>
<td>1-5</td>
</tr>
<tr>
<td>Multi-Modal Essay</td>
<td>1250</td>
<td>1-5</td>
</tr>
<tr>
<td>In-Class Essay: Reflection Paper</td>
<td>500</td>
<td>1-5</td>
</tr>
<tr>
<td>Online Discussion Posts</td>
<td>250-500</td>
<td>1-5</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>500</td>
<td>1-5</td>
</tr>
<tr>
<td>Peer Review Revision Exercises</td>
<td>250</td>
<td>1-5</td>
</tr>
</tbody>
</table>

### Grading Policy

Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper’s effectiveness. All assignments are graded on an A-F, +/- scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

### Extra Credit:
Extra credit may be offered at various points throughout the semester at the instructor’s discretion, but no student should rely on extra credit or assume it will be offered.

### Late Work:
Late work will be accepted up to three days after the due date, with one letter grade being deducted per day. This means that work turned in the day after the due date will only be eligible to receive a B+ or lower, work tuned in two days after the due date will only be eligible to receive a C+ or lower, and so on. No work will be
accepted more than three days after the due date. Please keep this in mind when budgeting time to work on your assignments.

**Extenuating Circumstances:**
Life happens. If you are unable to turn in your work by the due date AND YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS PRIOR TO THE DUE DATE, it is possible that the penalty for turning in late assignments will be waived or modified. Please note that this is in no way a guarantee, and you should not assume the instructor will be lenient. Misuse of this policy by any one student will result in having this option removed for all students.

**How Scores Are Weighted:**

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Percentage of Total Score</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts and Comments</td>
<td>7.5%</td>
<td>55 points for discussion post, 5 points per comment</td>
</tr>
<tr>
<td>In-Class Essays</td>
<td>22.5%</td>
<td>75 points each</td>
</tr>
<tr>
<td>Formal Essays including Peer Reviews (Excluding the Multi-Modal Essay)</td>
<td>30%</td>
<td>100 points each</td>
</tr>
<tr>
<td>Multi-Modal Essay and Ancillary Components</td>
<td>40%</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Please Note:**
According to University standards, students MUST receive a C- or higher in order to pass this course. If a student scores lower than a C-, they MUST repeat this course.

**Classroom Protocol**

**Participation, Tardiness and Attendance:**
All students are expected to engage in classroom discussion and peer review. To fully participate in class, all students must arrive on time and be ready to get started. If a student has missed more than 3 days of class, it could have an impact on their grade for the course, as they will be missing in-class assignments that cannot be made up. If a student is going to miss class or arrive more than a few minutes late, a courtesy email to the instructor would be appreciated.

**Classroom Behavior:**
This course will cover topics that are contentious and potentially upsetting to some students. It is important to remain respectful of all classmates and the instructor during class discussion and in all assignments. If you have a question at any time about what is appropriate, please contact the instructor for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful or combative are not allowed.
Academic Integrity:
Cheating and plagiarism are not allowed under any circumstance. This policy is outlined in more detail on the university website.

Devices:
Use of any and all devices (including cell phones, smart phones, laptops, tablets, magic future watches, or sonic screwdrivers), is only allowed on specific class dates and/or during specific class times. All devices must be set to silent by the start of class. If your device makes noise during class, everyone else will stop what they are doing and stare at you until you silence it. It will be awkward. You have been warned.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Activities and Deadlines</th>
</tr>
</thead>
</table>
| August 25        | Student Introductions  
What we talk about when we talk about rhetoric                                                                                                               |
| August 30        | **Before Class Today: Read Norton pp. 259-286; 387-395**  
The Writing Process: Prewriting; Drafting; Revising; Editing; Publishing  
**Essay 1 Assigned: Personal Narrative**                                                                                                                  |
| September 1      | **Before Class Today: Read Norton pp. 3-15; Gay’s “When Twitter Does What Journalism Does Not;” and Stephenson’s “Turn On, Tune In, Veg Out”**  
Audience and Context  
Modes of Discourse: Exposition; Description; Narrative; Argumentation                                                                                   |
| September 6      | **Before Class Today: Read Norton pp. 52-86; Watch Michelle Obama’s 2016 DNC speech; Watch Paul Ryan’s 2016 RNC speech**  
How do you appeal to an audience?  
Traditional Appeals: Ethos, Pathos, Logos  
Modern appeals: Time, Place, the Body, Gender, Race                                                                                                         |
| September 8      | **Before Class Today: Read Norton pp. 318-355**  
Peer Review  
**DUE TODAY: Rough Draft of Personal Narrative Essay (Upload to Canvas prior to start of class & bring 2 hard copies to class)**                                                                 |
| September 13     | **Before Class Today: Read Norton pp. 150-154, 396-413**  
Introduction to Academic Writing  
How do you research a topic?  
What is an abstract?                                                                                                                                     |
| September 15     | **Before Class Today: Read Norton pp. 19-24; and Smith’s Photographing the “American Negro; ” and the Arguments Handout**  
Crafting an argument  
What is Smith’s argument?  
What evidence does she provide?                                                                                                                          |
| September 20     | **Before Class Today: Read Norton pp. 119-149, 312-317**  
Arguing a Position  
Choosing a Topic  
Thesis Drafting  
**DUE TODAY: Final Draft of Personal Narrative Essay (Upload to Canvas prior to start of class.**                                                                 |
| September 22     | Read Playing in the Dark: Whiteness and the Literary Imagination by Toni Morrison for blog post due tonight  
**IN-CLASS ESSAY TODAY: Expository Essay**                                                                                                               |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| September 27 | Before Class Today: Read Norton pp. 251-254; 299-311; 356-386  
Topic approval and workshop of thesis and introduction  
Essay 2 Assigned: Persuasive/Argumentative Essay |
| September 29 | Before Class Today: Read Norton pp. 432-456; Kairos and Transition Handouts  
Evidence and oppositional argument workshop today  
Work on body of essay                      |
| October 4   | Before Class Today: Read Introduction and Conclusion Handout; Norton pp. 457-483  
Continue working on body of essay  
Begin working on conclusion               |
| October 6   | Peer Review  
DUE TODAY: Rough Draft of Essay 2 (Upload to Canvas prior to start of class & bring 2 hard copies to class) |
| October 11  | Before Class Today: Read Norton pp. 164-172; Watch the short film “Wanderers”  
(http://www.erikwernquist.com/wanderers/film.html)  
Evaluating short film                        |
| October 13  | Before Class Today: Watch the short film “Sight”(Trigger Warning: Coercion and manipulation in dating situations)  
Cont. Evaluating short film               |
| October 18  | Before Class Today: Read Film Reviews of Born into Brothels and Tomorrowland  
Comparing similar films  
DUE TODAY: Final Draft of Essay 2 (Upload to Canvas prior to start of class,) |
| October 20  | In-Class Essay Today                                                                 |
| October 25  | Before Class Today: Read Norton pp. 205-213; 876-885  
What is a proposal paper?  
Topic selection and approval  
Essay 3 Assigned: Proposal for your Multi-Modal Assignment  
Final Project Assigned                |
| October 27  | Before Class Today: Read Norton pp. 235-248  
Topic selection cont.  
Multi-genre papers  
Paper organization                        |
| November 1  | Before Class Today: Read Norton pp. 16-18; 577-580; 591-599  
Visual representation of ideas              |
| November 3  | Peer Reivew  
DUE TODAY: Rough Draft of Essay 3 (Upload to Canvas prior to start of class & bring 2 hard copies to class) |
| November 8  | Before Class Today: Read Norton pp. 609-620  
Converting your essay to an oral presentation (or video, etc) |
| November 10 | Before Class Today: Read Norton pp. 222-234  
Begin working on résumé                        |
| November 15 | Before Class Today: Read Norton pp. 214-221  
What is a reflection and what is it good for?  
DUE TODAY: Final Draft of Essay 3 (Upload to Canvas prior to start of class,) |
<p>| November 17 | In-Class Essay: Reflection Paper                                                                 |
| November 22 | Research Day and Student Conferences                                                              |
| November 24 | THANKSGIVING – NO CLASS TODAY                                                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 29</td>
<td>Peer Review</td>
</tr>
<tr>
<td></td>
<td><strong>DUE TODAY: Rough Draft of Multi-Modal Essay, Resume and Presentation</strong></td>
</tr>
<tr>
<td>December 1</td>
<td><strong>Work on final project during class</strong></td>
</tr>
<tr>
<td>December 6</td>
<td>Presentations</td>
</tr>
<tr>
<td>December 8</td>
<td>Presentations</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Presentations and Reflecting on the semester</td>
</tr>
<tr>
<td>Friday, December 16</td>
<td><strong>Presentation rollover and Reflecting on the semester</strong></td>
</tr>
</tbody>
</table>