

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section #, Fall 2015

Course and Contact Information

Instructor:	Au-Co Tran
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Office Hours:	Mondays & Wednesdays 9:00 AM to 10:00 AM Or by appointment
Class Days/Time:	Mondays & Wednesdays 7:30 AM – 8:45 AM
Classroom:	Clark Building 306
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

As Americans, we tend to see the rest of the world's culture through the lens of our understanding of what culture is; an understanding allowed to us by our first-world privilege. In this class, we will explore the themes of sustainability, creativity, and global citizenship through the lens of cultural diversity in California, and on a larger scale, in America. The class will be divided into three units: Ethnic Culture, Gender Culture, and Class Culture. We will use articles about current issues to explore the ideas of different types of culture. We must ask ourselves how can our individual culture affect our understanding of what culture is? How can we use our personal privileges to understand and empathize with others? In this course, you will examine these questions and express your findings clearly and coherently.

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.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);

- explain, analyze, develop, and criticize ideas effectively;
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. 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 and from 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. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: The reading in this class is comprised of readings from *Writing Today* and articles about current issue. You are expected to apply what you learn from WT to the assigned articles, whether it be ways to read critically or using what you read in your own writing.

Required Texts

Textbook

Writing Today (3rd Ed) – Johnson-Sheehan, Paine
ISBN: 978-0321984654

Other Readings

All the articles we will look at can be found on Canvas.

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>.

[Insert descriptions of course requirements and assignments here (e.g., informal / formal writing assignments, multimodal / oral presentations, group projects, reading assignments, etc.) Indicate how each assignment is aligned with the GE A2 and ENGL 1A course learning outcomes.]

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In-Class Diagnostic Essay	500		
In-Class - Argumentative	600	2-5	1, 4, 6 - 9
In-Class - Reflective	600	2-5	1, 4, 6 - 9
Commentary	1250 x2	1-5	1-8
Profile	1250 x2	1-5	1-8
Multimodal –Written Portion	1300 x2	1-5	1-8
Total	9300	/	/

Grading Policy

Assignment	Percentage	Points
In-Class Diagnostic Essay	0%	0
In-Class - Argumentative	5%	50
In-Class - Reflective	5%	50
Commentary	20%	200
Profile	20%	200
Multimodal – Written Portion	20%	200
Multimodal Presentation	20%	200
Participation (In-class work, outlining)	10%	100
Total	100%	1000

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.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and language. All assignments, quizzes, and exams are graded on a traditional A-F scale.

Late Policy: For the major assignments, unexcused late work will automatically be knocked down two full letter grades. (i.e. A C+ is the highest you can get.) I will not accept late work if it’s more than two days after the due date. Requests for extensions will be treated case-by-case. Inform me at least 48 hours in advance.

Smaller take-home assignments (reading responses, outlines, etc) will not be accepted at all if late. In-class work will also not be accepted. Those points will be docked from your participation.

Assignment Format: All outside assignments should be typed and in 12-point font, one-inch margins, in Times New Roman font, and MLA format. In-Class assignments should be in blue or black ink. No pencil!

Classroom Protocol

Participation: If you are not in class, you cannot participate. Participation includes coming to class prepared, asking thoughtful questions, listening to your classmates and instructor, and contributing to the class discussion. Points will be given based how well you do these things. Participation does **not** include sleeping, studying for another class, or asking for repeated instructions.

Attendance: If you miss a class, it is your responsibility to contact a classmate. Do not contact me asking what you missed. All the readings and assignments are on the syllabus as well as Canvas. This is a college course. If you miss a class, you are missing valuable information. Arrive on time and stay until the end of class. Arriving late or leaving early will result in a loss of participation points.

Electronics: Laptops are required for all class sessions during which there is no in-class essay. Obviously, you shouldn’t be on Facebook, Tumblr, Instagram, etc. Phones should not be used at all. If I see you looking down at your lap, I will assume you are texting. Participation points will be deducted.

Food: Drinks are permitted. “Quiet” snacks that do not interfere or disrupt class are also permitted. Do not bring whole meals or anything with a crunch or a smell. Clean up if you spill something.

Consideration: As we will be discussing many topics of sensitivity, remember to be considerate. The classroom is a safe place for everyone to express and explore ideas. Be respectful, even if you do not agree with someone’s opinion. Do not antagonize.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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 section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at

http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop 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](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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](#) is available at <http://www.sjsu.edu/studentconduct/>.

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](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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](http://www.sjsu.edu/writingcenter) 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.

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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A/ Title, Semester, Course Schedule

Note: The schedule is subject to change with fair notice. Changes will be announced via Canvas. Readings and Assignments listed each day will be due the next class session unless stated otherwise. If it isn't specified that you turn an assignment in on Canvas, you must bring a hardcopy to class.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M – 8/24	15-min Free Write Syllabus Reading: Writing Today - Chapters 1 & 2 Assignment: Upload profile picture to Canvas and fill out your bio.
1	W – 8/26	<u>Introducing Culture – First Unit – Ethnic Culture</u> Commentary Paper Handout “Abercrombie’s Legal Defeat” – Talbot Reading: WT – Chapter 3, “White Man’s Burden” - Kipling Assignment: Bring Blue Book to next class, Reading response to Kipling
2	M – 8/31	In-Class Paper – Diagnostic Reading: WT – Chapter 4 Assignment: Look for commentary paper articles
2	W – 9/2	“Fitzgerald and the Jews” - Krystal Reading: WT – Chapter 10 Assignment: Commentary Paper Outline (Submit on Canvas on 9/9 by 5PM) Find and bring opposing Cecil articles
3	M – 9/7	LABOR DAY – NO CLASS
3	W – 9/9	“We Don’t Cry for Lions” – Nzou Reading WT - Chapters 15, 16, Assignment: Writing Today - Letter to the Editor, 172 (200-300 words)
4	M – 9/14	15-min Free Write “The Authenticity Trap of Mexican Food in America” - Rincon Reading: WT – Chapter 17 Assignment: Work on Commentary Paper Draft (Due 9/21 on Canvas by 5PM)
4	W – 9/16	In-class group readings – WT 176 - 131 Reading: WT – Chapter 18 Assignment: Commentary Paper Draft (Due 9/21 on Canvas by 5PM)
5	M – 9/21	15-min Free Write Peer Review of Commentary Paper Draft Reading: WT – Chapter 19 Assignment: Final Commentary Paper due Monday 9/28 on Canvas by 5PM
5	W – 9/23	<u>Introducing Second Unit: Gender Culture</u> Profile Assignment Handout “When A Guy Gets an Eating Disorder” - Sifferlin Reading: WT – Chapter 6 Assignment: Final Commentary Paper due Monday 9/28 on Canvas by 5PM
6	M – 9/28	15-min Free Write

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>“The Gender Politics of Pockets” – Basu, Public Transportation Cartoon</p> <p>Reading: “The Transgender Tipping Point” - Steinmetz</p> <p>Assignment: Find and bring in a profile regarding gender in America (can be of a person, organization, or issue)</p>
6	W – 9/30	<p>“Tipping Point” Annotation</p> <p>Work on Annotation and Presentation in groups</p> <p>Reading: WT – Chapters 20 - 21</p> <p>Assignment: Work on Annotation Presentation</p>
7	M – 10/5	<p>15-min Free Write</p> <p>Work on Annotation Presentation Presentations</p> <p>Reading: WT – Chapters 22 - 23</p> <p>Assignment: None</p>
7	W – 10/7	<p>“If You’re Underprivileged...” - Haridas</p> <p>Reading: “What Is Rape Culture?” - BuzzFeed</p> <p>Assignment: Reverse outline the article using the template on page 69 of WT</p>
8	M – 10/12	<p>15-min Free Write</p> <p>“Why Rape is Sincerely Hilarious” video</p> <p>“Military Sexual Assault- Male Survivors Speak Out” - Penn</p> <p>Reading: WT – Chapter 11</p> <p>Assignment: None</p>
8	W – 10/14	<p>Go over Argumentative</p> <p>“Rape Culture Doesn’t Exist” – Walsh</p> <p>Reading: “What is a Woman?” - Goldberg</p> <p>Assignment: Profile outline (Bring in two hardcopies), Reading Response</p>
9	M – 10/19	<p>15-min Free Write</p> <p>Peer review outlines</p> <p>Reading: “The Hell You Say” - Sanneh</p> <p>Assignment: Reader Response</p> <p>Bring in blue book</p>
9	W – 10/21	<p>In-Class Essay – Argumentative</p> <p>Reading: None</p> <p>Assignment: Profile Draft (Due on 10/26 on Canvas by 5PM)</p>
10	M – 10/26	<p>15-min Free Write</p> <p>Peer Review of Profile Draft</p> <p>Reading: Chapter 24 & 25</p> <p>Assignment: Final Profile Paper (Due 11/2 on Canvas by 5PM)</p>
10	W – 10/28	<p>Introducing Third Unit: Class Culture</p> <p>Multimodal handout – form groups</p> <p>“California Drought-Shaming” - Hackman</p> <p>Reading: WT – Chapter 14</p> <p>Assignment: Final Profile Paper (Due 11/2 on Canvas by 5PM)</p>
11	M – 11/2	<p>Meeting in the Library</p> <p>Room: TBA</p> <p>Reading: None</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment: None
11	W – 11/4	Discuss Multimodal Project Group work – WT – page 676 Reading: Chapters 26 & 27 Assignment: None
12	M – 11/9	15-min Free Write Group work - “Rapture Ready: - Chris Mooney (WT – 722-729) Reading: WT – Chapter 31 Assignment: None
12	W – 11/11	VETERAN’S DAY – NO CLASS
13	M – 11/16	15-min Free Write In-Class Work Day – Outline (template on page 209) Reading: None Assignment: Work on project
13	W – 11/18	In-Class Work Day – Discuss progress Reading: WT – Chapter 32 Assignment: Work on Multimodal Written Portion Draft (due on 11/25 on Canvas by 5PM)
14	M – 11/23	15-min Free Write Group work “With 7 Billion on Earth” – Sachs (WT, 689 - 691) Reading: None Assignment: Multimodal Written Portion Draft (due on 11/25 on Canvas by 5PM)
14	W – 11/25	Peer review Drafts of Written Portion Reverse outline Reading: WT – “A Modest Proposal” – Jonathan Swift Assignment: None
15	M – 11/30	15-min Free Write Group work - “A Modest Proposal” Exercises (pg 685) Reading: None Assignment: Multimodal Written Portion Final Draft (Due on final day on Canvas by 5PM) Bring in Blue Book
15	W – 12/2	In-Class Essay – Reflective (500 words) Reading: None Assignment: Multimodal Written Portion Final Draft (Due on final day on Canvas by 5PM)
16	M – 12/8	Presentations
Final Exam		Presentations, Venue and Time TBA