

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 22, Fall 2015

Course and Contact Information

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Office Hours:	MW 13:30-14:30
Class Days/Time:	MW 12:00-13:15
Classroom:	Clark Hall 316
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 course will focus on identity in its myriad forms. We will investigate creating, sustaining, changing, and resisting identities, with a particular focus on identities within and reaction to American identities.

ENGL 1A Learning Outcomes (CLO)

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. 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: English 1A is also a reading course. Reading is a crucial component of the writing process, so the course is reading intensive. Readings will include useful models of writing for academic, general, and specific audiences. Readings will be primarily composed of analytical, critical, and argumentative texts and will represent diverse voices and perspectives. Readings in this course will primarily focus on identity, whether at the individual, familial, cultural, social, racial, or national level.

Final Experience: Students will present their arguments for the final experience. Please see the assignment and calendar for more details.

Required Texts

Textbooks

The Curious Writer, Concise Fourth Edition, Bruce Ballenger, Pearson, 2014. ISBN: 978-0-205-87664-8.

Rereading America: Cultural Contexts for Critical Thinking and Writing, 9th edition, Eds. Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2013. ISBN: 978-1-4576-0671-7.

The Everyday Writer, Lunsford, available for free via your Canvas account.

Other Materials

Students will need at least three large examination booklets, pens, and a non-electronic dictionary. Students will also need access to Canvas and will be expected to check it regularly for assignments, announcements, and to use it to upload essays and other short writing assignments.

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>.

Written Assignments

Formal Writing Assignments: Students will write six formal essays: see the table below for types of essays, word count requirements, and how each essay aligns with the GE A2 and ENGL 1A course learning outcomes. Three essays will be written in class, and three essays will be written out of class. Each out-of-class essay will go through at least one revision before receiving a grade. **All essays must be written in order to pass the course.**

In-class essays must be written in class, on the day they are assigned. In-class essays may not be made up without at least one week's prior notice of the student's inability to attend class that day. Any request for a make-up is at the instructor's discretion. Requests must be made in writing at least one week in advance.

Out-of-class essays must be turned in on time, on paper and uploaded to Canvas.

- Late essays will lose 10 points (10%) for each calendar day late, until the next class meeting. After the next class meeting, essays will automatically receive a grade of F.
- Essays will be uploaded to Canvas and routed through turnitin.com via Canvas.
- Uploading essays late will result in up to a 20 point deduction (20%) in the essay grade, until the next class meeting. Essays uploaded after the next class meeting will automatically receive a grade of F.
- All out-of-class essays will follow MLA guidelines for formatting and citations, which are included in *The Curious Writer*, *The Everyday Writer* via Canvas, and at OWL online. (Find OWL's MLA resource here: <https://owl.english.purdue.edu/owl/resource/747/01/>). All pages must be stapled. Failure to follow MLA guidelines will result in point deductions on the essay grade.
- All peer-edited essays must be turned in with the following essay draft, or there will be a 10 point (10%) deduction in the essay grade.
- All first drafts of essays must be turned in with the final drafts, or there will be a 10 point (10%) deduction in the essay grade.
- Read and closely follow all instructions for out-of-class essay assignments, which will be distributed via Canvas and discussed in class.

Short Writing Tasks: Students will write several informal assignments, both in class and as homework, designed to provide practice in all the parts of the writing process and to provide bases from which to develop the formal writing assignments. These tasks will be assigned throughout the semester and will vary in content and length, but will add up to 1000-1500 words over the course of the semester. Some examples of short writing tasks are developing thesis statements, identifying rhetorical features of essays, writing outlines for essays, reader responses, sentence and paragraph revisions, etc.

Reading Assignments

Readings are listed on the calendar section of the syllabus. Students are expected to complete the readings BEFORE coming to class on the day the readings are listed. Students are expected to ALWAYS bring their books to class from which there are assigned readings for that class meeting. There are two different types of readings we will focus on: writing skills development and thematic content. Each week will include readings from both of these. Students are

expected to participate in discussions of the readings and be prepared for quizzes. Participating in class discussions is a large portion of the participation part of the course grade, so keeping up with the readings is vital to earning full credit for participation. Some of the readings are provocative and challenging, both in content and form. Students are expected to respectfully consider the readings, even if students disagree with the opinions expressed.

Workshops

Three out-of-class essays will have workshops wherein students will offer valuable feedback to each other on the essays in progress. Feedback will include content, organization, and expression, and will be guided by the assignments' requirements.

- Workshops are mandatory.
- Workshop days are worth more in participation points than other class days and activities.
- A workshop protocol will be distributed and discussed prior to the first workshop.
- Workshops cannot be made up.

Homework

Homework will vary each week and will largely be made up of short writing tasks (see above description). Homework will be assessed on a point basis (1-10 points per assignment) that will vary by type of assignment, and homework points will be part of the participation portion of the course grade.

Class participation

Class participation is crucial to the learning experience. The better students participate in all activities, the more students will learn and the more interesting the class will become for all of us. I expect to hear from all students, even shy ones, so I will prod and expect students to engage in all activities. And while SJSU does not grade on attendance, participation is a part of the course grade.

- Your presence in class is necessary for participation, and all class activities count as participation.
- Class participation points cannot be made up.
- Points vary by activities, typically from 5 to 10 points per day, and are cumulative over the semester. The number of points earned will be divided by the total number of points available to be turned into a grade at the end of the semester.

Presentations

Students will present their arguments for the final experience. Please see the assignment and calendar for pertinent information.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic Essay, in class	350-500	2, 3, 5	1-3, 6-9
Personal Narrative Essay, out of class, two drafts	1000 x2	2, 3, 5	1-3, 6-9
Review/Analysis Essay, out of class, two drafts	1000 x2	1-5	1-9
Visual Analysis Essay, in class	500	1-5	1-9
Letter to the Editor Essay, in class	500	2-5	1-4, 6-9
Argument Essay, out of class, two drafts	1000-1200 x2	1-5	1-9
Oral Presentation (Final Experience)	100-250	2, 3, 5	1-4, 7-9
Short Writing Tasks, in class and out of class	~ 1000-1500	1-5	1-4, 7-9

Grading Policy

- All essays and the oral presentation are graded on a traditional A-F scale, including +/-.

- Homework and participation are graded on a point basis, usually from 1-10 points per assignment and class activity. Points are cumulative and will be turned into a letter grade at the end of the semester based on the total number of points earned divided by the total number of points available.
- There is no extra credit in this course.
- Penalties for late assignments are listed under Formal Written Assignments and listed on the assignments themselves.
- Homework and participation may not be made up.
- Students must earn a C or higher to pass the course; a C- is not a passing grade.

Grading System to Determine Course Grade

Assignment	Word Count	Percent of Course Grade (out of 100% total for the course)
Diagnostic Essay, in class	350-500	0
Personal Narrative Essay, out of class, two drafts	1000 x2	15
Review/Analysis Essay, out of class, two drafts	1000 x2	15
Visual Analysis Essay, in class	500-750	10
Letter to the Editor Essay, in class	500	10
Argument Essay, out of class, two drafts	1000/1200 x2	25
Oral Presentation (Final Experience)	100-250	10
Homework and Participation	~ 1000-1500	15

Grading A-F 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.

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.

Classroom Protocol

In order to promote an atmosphere of inclusion that is supportive of all students and the learning process, these are my policies and expectations of students:

- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will be on time to class and stay the entire time. Arriving late or leaving early will result in decreased participation points.

- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC. Using electronic devices during class without prior permission will result in zero participation points for the day.
- You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to me and those around you. This behavior will earn you zero points for the day, and you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- You will bring your book(s) or printed excerpts from which we have assigned readings for the day to class, or you may be asked to leave class. Relying on others for material you are responsible for is an unfair imposition on your colleagues and will not be tolerated. (If you have difficulty in obtaining the required materials, let me know immediately.)
- If you miss a class, ask a classmate what you missed, including assignments, before contacting me.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed too long.

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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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.

Students are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, accommodations to religious holidays, and ADA and AEC policies)
- Adding and dropping classes
- Recording lectures
- Estimation of Per-Unit Student Workload
- Student Technology Resources

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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 / First Year Writing, Fall 2015, Course Schedule

The schedule is subject to change with fair notice that will be communicated in class or on Canvas.

All grammar, punctuation, and usage lessons will be added to the calendar via Canvas based on the needs of the class.

Legend: R=Readings, D=Discussion, A=Activity, SWT=Short Writing Task, Bolded items=Assignment Due Dates, Underlined items=Assignments you receive that day, *RA*=*Rereading America*, and *CW*=*The Curious Writer*

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 24	R: <i>RA</i> , introduction, 1-15 D: College—myths, lies, and half-truths! <u>Assignment: Personal Narrative Essay, out-of-class, 750-1000 words</u>
1	August 26	Diagnostic Essay , in-class essay, 350-500 words: Bring large examination booklet, pens, and a non-electronic dictionary. R: <i>CW</i> , reflecting on your writing process, 16-22
2	August 31	R: <i>CW</i> , Chapters 1 and 3 and <i>RA</i> , "Looking for Work," Soto SWT: Bring an outline of your Personal Narrative Essay to work with in class A: "Speed-Feedback"
2	Sept. 2	Workshop: Personal Narrative Essay R: <i>CW</i> , Review 82-3 and 96-8
3	Sept. 7	Labor Day—No class! R: <i>CW</i> , Chapter 2 and <i>RA</i> , "What We Really Miss About the 1950s," Coontz
3	Sept. 9	Personal Narrative Essay, First Draft, DUE SWT: Identify, describe, and correct two different kinds of errors in your essay, in class A: In-class editing and reflection on process and product D: Soto and Coontz
4	Sept. 14	R: <i>CW</i> , Revising for problems with information, 389-91 and Sedaris' "Me Talk Pretty One Day" (Handout or posted to Canvas) A: Identifying narrative and analysis, showing and telling
4	Sept. 16	Personal Narrative Essay, Final Draft DUE SWT: Identifying strengths in your writing, in class <u>Assignment: Review/Analysis Essay, out-of-class, 1000 words</u> A: Developing criteria for analysis
5	Sept. 21	SWT: Post to Canvas the title of the essay you wish to use for the Review/Analysis Essay assignment BEFORE class. R: <i>CW</i> , Chapter 4 and <i>RA</i> , "From Report of the Massachusetts Board of Education, 1848," Mann

Week	Date	Topics, Readings, Assignments, Deadlines
		A: Analysis—audience, purpose, and thesis
5	Sept. 23	R: <i>RA</i> , "Against School," Gatto A: Analyzing Aristotelian appeals
6	Sept. 28	SWT: Post to Canvas your working thesis for the Review/Analysis Essay. Offer feedback in Canvas to your group members on their theses. R: <i>RA</i> , "Idiot Nation," Moore A: Analyzing evidence and opposing views
6	Sept. 30	R: <i>RA</i> , "College At Risk," Delbanco A: Evaluating overall effectiveness
7	Oct. 5	Workshop: Review/Analysis Essay R: <i>CW</i> , Review 130-33
7	Oct. 7	Review/Analysis Essay, First Draft, DUE SWT: Reflection on product, in class A: Analyzing visual images R: <i>RA</i> , "Visual Portfolio," 180-88
8	Oct. 12	R: <i>RA</i> , "From Ragged Dick," Alger
8	Oct. 14	R: <i>RA</i> , "Horatio Alger," Dalton
9	Oct. 19	Review/Analysis Essay, Final Draft, DUE SWT: Identifying improvements in your writing, in class <u>Assignment: Letter to the Editor, in-class essay, 500 words</u> R: <i>RA</i> , "Visual Portfolio," 307-13 A: Review analyzing images
9	Oct. 21	Visual Analysis Essay , in-class, 500-750 words. Bring large examination booklets, pens, and a non-electronic dictionary.
10	Oct. 26	SWT: Working thesis for Letter to the Editor due in Canvas. R: <i>CW</i> , Chapter 6 and <i>RA</i> , "Serving in Florida," Ehrenreich A: Identifying audiences and the opposition
10	Oct. 28	R: <i>RA</i> , "True Women and Real Men," 375-80 and "How the Americans Understand the Equality of the Sexes," Tocqueville A: Identifying and using effective evidence
11	Nov. 2	R: <i>RA</i> , "Weeping for the Lost Matriarchy," McGowan and <i>CW</i> , review 177-78 SWT: Post to Canvas what surprised you the most about McGowan's piece. Respond in Canvas to one other person's post. D: Evidence, rhetorical appeals, and audience for a short argument
11	Nov. 4	Letter to the Editor Essay , in-class, 500 words. Bring large examination booklets, an outline, pens, and a non-electronic dictionary.

Week	Date	Topics, Readings, Assignments, Deadlines
		SWT: Write and bring an outline for the Letter to the Editor Essay.
12	Nov. 9	<u>Assignment: Argument Essay, out-of-class, 1000-1200 words</u> A: Repurposing Arguments for audience, length, and tone R: <i>RA</i> , "From Fly-Girls to Bitches and Hos," Morgan
12	Nov. 11	Veteran's Day—No class! SWT: Post to Canvas your working thesis for the Argument Essay.
13	Nov. 16	R: <i>CW</i> , "Beyond Examples," "Research," and "Backing Up Your Assumptions," 390-92 and <i>RA</i> , "'Bros Before Hos': The Guy Code," Kimmel A: Identifying and supporting assumptions
13	Nov. 18	Workshop: Argument Essay R: <i>CW</i> , review 208-12
14	Nov. 23	Argument Essay, First Draft, DUE SWT: Reflection on strengths, weaknesses, and development, in class A: Refining theses and evidence
14	Nov. 25	Thanksgiving Holiday: Wednesday, Thursday, and Friday—No class! **Over the break, read from <i>RA</i> both "From Notes on the State of Virginia," Jefferson, and "Loot or Find: Fact or Frame," Harris and Carbado.**
15	Nov. 30	R: <i>CW</i> , Review "Credibility, Emotion, and Logic," and "Analyzing Argument," 177-82. D: Jefferson and Harris and Carbado, identifying bias and evaluating evidence
15	Dec. 2	R: <i>CW</i> , review 180-82 A: Identifying effective appeals and eliminating fallacies—bring two copies of your Argument Essay to work with in class.
16	Dec. 7	Argument Essay, Final Draft, DUE <u>Assignment: Presenting your work</u>
Final Exam	Thursday, Dec. 10, 9:45-12:00	Presentations!