

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section #26, Fall 2015

Course and Contact Information

Instructor:	James H. Hibbard
Office Location:	Faculty Offices 114
Telephone:	408-924-4072
Email:	james.hibbard@sjsu.edu
Office Hours:	Monday/Wednesday 2:45-3:30 pm
Class Days/Time:	Monday/Wednesday 1:30-2:45 pm
Classroom:	BBC 124
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.

Modern technology has done much to inform three distinct (but interrelated) concepts that we will investigate this semester; “Global Citizenship,” “Sustainability,” and “Creativity.” What are the historical and intellectual factors that have made these three concepts relevant, and how has the influence of technology shaped how we employ and understand “Global Citizenship,” “Sustainability,” and “Creativity?”

As the 20th century philosopher Martin Heidegger said of technology in his 1954 essay *The Question Concerning Technology*,

Everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it. But we are delivered over to it in the worst possible way when we regard it as something neutral; for this conception of it, to which today we particularly like to do homage, makes us utterly blind to the essence of technology.

Technology is wide-ranging, and is anything that affords human beings a higher degree of practical control over the world. From electricity, to transportation, to telecommunications and the internet, the pace and scope of technology influences nearly every element of modern life. Modern transportation, communication, and

economic interdependence have forced a higher degree of cooperation between diverse cultures that often have very different value-systems. How can we live constructively with one another? How can we have a sense of belonging to a world community? What does it mean to be a “Global Citizen” and how has technology dictated and mediated this process?

Implicit in almost any technology is the employment of natural resources, from the steel used to construct cars, to the heavy metals used in circuit boards, technological advancement demands raw resources. How can resources be utilized in a fashion that is environmentally sustainable? What constitutes “sustainable” practices? Is technology always a force that harms the environment, or can some technological advances in fact contribute to the project of sustainability? How does the idea of being a global citizen (in light of climate change and other environmental factors) relate to the idea of “sustainability?”

Many concepts of creativity are based on the idea of a lone genius creating a lasting work of art in isolation. Where did this concept come from and is it still relevant? How is creativity shaped by technology (both in terms of the creative process and the means by which creative works are disseminated)? How are creative works to be understood as a global citizen? Are creative works universal in their appeal or are they particular to a given epoch or culture?

These are all questions we will explore over the span of this course.

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

- demonstrate the ability to read actively and rhetorically;
- 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;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- 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:

Please see the below weekly chart for a detailed schedule of readings for the course.

Final Experience: The final experience for the course will be a multi-modal project which will be completed in a small group. This project will serve as a capstone and integrate the readings and development that has taken place over the length of the course.

Required Texts

Textbook

There are two required books, a reader titled *Science and Society* by Richard W. Grinnell (ISBN 0-321-31811-0) published by Pearson Education, and a text called *Writing Situations* by Sidney I. Dobrin (ISBN 978-0-205-73543-3) that is also a Pearson education text and will help you to better understand and write various types of essays.

Other Readings

Other reading and articles will be posted to Canvas over the span of the course.

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

Assignment	Word Count	GELO	CLO
Diagnostic Essay	500	1-3,5	1-9
Out-of-Class Personal Essay (What is Technology?) Original and Revised Draft	2000	1-5	1-9
In-Class Essay (Global Citizenship)	500	1-3,5	1-9
Out-of-Class Analytical Essay (Sustainability) Original and Revised Draft	2000	1-5	1-9
In-Class Argumentative Essay (Creativity)	500	1-3,5	1-9
Final Multimodal Group Project (Creativity)	2000	1-5	1-9

Grading Policy

The course work listed above will contribute the following percentages to one's final grade:

- Diagnostic Essay (10%), Out-of-Class Personal Essay (20%), In-Class Essay (20%), Out-of-Class Analytical Essay (20%), In-Class Argumentative Essay (20%), Final Multimodal Group Project (10%)
- A letter grade will be deducted for all work that is received late.
- A letter grade of 'C' or higher is required to pass the course.

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 expression. All assignments, quizzes, and exams are graded on a traditional A-F scale pluses and minuses will be used in order to further refine the letter grades.

The following are the criteria by which essays will be evaluated:

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

Class will begin promptly at the scheduled time. Please do not use your cell phone during the course meeting.

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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) 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](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, Section 26, Fall Semester, Course Schedule:

The schedule is subject to change with fair notice and should there be a change it will be announced in-class and posted to Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24/15	Introduction to the course. In-class reading: "What is Science" in <i>Science and Society</i> , Assigned reading "Purpose and Audience" in <i>Writing Situations</i>
1	8/26/15	Discussion of essay writing and expectations. Assigned reading: "Drafting and Organizing" in <i>Writing Situations</i> . Diagnostic Essay assigned.
2	8/31/15	Diagnostic Essay due. Group discussion: How does science relate to technology?
2	9/2/15	Discussion: Global citizenship and technology. Assigned reading: "Strategies for Organizing" in <i>Writing Situations</i> . Assigned out of class personal essay: What is technology? Group discussion: How does technology relate to global citizenship. Assigned reading: "Generating Ideas" in <i>Writing Situations</i> . Assigned reading "Is Google Making Us Stupid?" by Carr in <i>Writing Situations</i> .
3	9/7/15	NO CLASS- LABOR DAY
3	9/9/15	Discussion: "Is Google Making Us Stupid?" by Carr in <i>Writing Situations</i> .
4	9/14/15	What is technology? essay draft one due. Discussion of Global Citizenship.
4	9/16/15	Assigned Reading: "Writing to Respond" in <i>Writing Situations</i> .
5	9/21/15	Assigned Reading: "Writing to Analyze" and "Writing to Argue" in <i>Writing Situations</i> . Discussion of Global Citizenship and Technology. Small groups to present. Discussion of editing. In-class reading "Writing Sentences" in <i>Writing Situations</i> .
5	9/23/15	In-class essay: What is Global Citizenship?
6	9/28/15	Draft of "What is technology?" essay returned for revision.
6	9/30/15	Discussion of revision process and writing exercises in a small group.
7	10/5/15	Revised final draft of "What is technology?" essay due.
7	10/7/15	Discussion of the concept of sustainability followed by presenting each groups definition to one another. Assigned reading: "Will Frankenfood Save the Planet?" in <i>Science and Society</i> .
8	10/12/15	Discussion: "Will Frankenfood Save the Planet?" in <i>Science and Society</i> . Bring three key points form the article to class.
8	10/14/15	Assigned reading: "Thinking Like a Mountain" and "Easter Island's End." in <i>Science and Society</i> .
9	10/19/15	Work in a small group to prepare a response to "Making Connections" in <i>Science and Society</i> question two page 182.
9	10/21/15	Out-of-Class Analytical Essay: Technology and Sustainability
10	10/26/15	Assigned reading: "Writing to Propose" in <i>Writing Situations</i>
10	10/28/15	Discussion: What is creativity?
11	11/2/15	Discussion of Creativity in the 21st century as it relates to digital means of production and dissemination.
11	11/4/15	Discussion of Creativity in the 21st century. Assigned reading: "Graven Images" in <i>Writing Situations</i> .
12	11/9/15	In-class reading and discussion of "The Falling Man." in <i>Writing Situations</i>
12	11/11/15	NO CLASS VETERAN'S DAY

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/16/15	In-class essay—What is creativity?
13	11/18/15	Discussion of Technology and Creativity. Share a creative work that is personally resonate in a three minute oral presentation.
14	11/23/15	Discussion: How do music and visual culture relate to technology?
14	11/25/15	Does technology help or hinder creative work?
15	11/30/15	“Planning and Conducting Research” in <i>Writing Situations</i>
15	12/2/15	Discussion of Final multi-modal project
16	12/7/15	Course Conclusion
Final Exam	12/16/15	Wednesday, December 16 12:15-14:30