

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

Instructor:	Craig Lore
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Office Hours:	T/Th 10:30—11:45
Class Days/Time:	T/Th Sec 39, 7:30; Sec 56, 12:00; Sec 60, 1:30; Sec 66, 3:00
Classroom:	Sec 39, 7:30- BBC 123; Sec 56 12:00-BBC124; Sec 60, 1:30- BBC 122; Sec 66, 3:00-BBC 123
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.

Change Agent: People ask, “What can *I* do to change the world? I’m just one person.” We will see through our readings that a single person *can* effect change in the world. The question *they* asked was, “What if I try this? What will happen?” We don’t have to start a revolution to create change; we only need to apply a *little* energy to move a small stone, and then that stone rolls and moves another stone, and those two stones move more stones, until there is an avalanche. Or, if you prefer, stacked stones create a wall, then a building or a bridge or a castle: Small changes can bring about larger ones; the *key* is *choosing* to make an effort.

Each student will demonstrate how an issue that has a personal connection —local, regional, national, global— can benefit from his or her effort to improve. Upon approval of the topic, each student will construct essays from personal experience and through research that will explain, define, describe the issue, the problem, and the

improvements desired. These issues must have a direct connection with the student and his/her experience. Therefore, topics not approved include: abortion, drinking age, legal marijuana, and other such “hot button” topics.

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. Additional informal writing assignments—not included in the 8000 word minimum—may include journaling, homework assignments, in-class assignments, and miscellaneous in or out-of-class short assignments.

Reading:

Reading assignments will form the backbone of the writing experience. The readings will be analyzed for content, style, and function. Class assignments will build from or model after the readings; therefore, each reading assignment is a critical component of the course. Reading critically will require close examinations of the writing and the writer; students will discover the elements of writing that lead to excellent communication.

Final Experience:

Communication in the twenty-first century includes all of the senses; therefore, our Final Essay will be a multi-modal presentation that can include the written and spoken word, still or moving images, artwork, text, and other audio or visual components that will help to enrich the overall message. Our multi-modal Final will focus on the Change Issue that each student will choose from the beginning of the semester.

The Final, Multi-Modal Essay will be due before the semester ends. On Final Exam day, you will complete a Semester Reflection, which will be an assessment of what you have learned throughout the semester.

Required Texts

Textbook

Reading Critically, Writing Well, 10th edition. Axelrod. ISBN: 9781457638947—Required

How We Got to Now by Steven Johnson—Kindle Edition—use or get the free Kindle app for iOS, Android, or PC.—Required.

Everyday Write with Exercises 5th ed. Lunsford. ISBN: 9781457667121—Free to incoming Freshman. Required.

Other Readings

Course Reader—Tentative.

Various Articles, Essays—on Canvas as notified.

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
Diagnostic essay (in class)	(~ 600 NA)	NA	NA
In-Class Essay #1	~600	1,3,5	1,4,6-9
In-Class Essay #2	~600	1,3,5	1,4,6-9
Autobiography	1200	2,3,4,5	1,2,3,5,6-9
Proposal for a position	1500	1-5	1-9
Arguing to Solve a Problem—Multi-Modal	1800	1-5	1-9
Final—Course Analysis	~600	3,4,5	1,4,6-9
Journal	~300	4	4
Misc. Writing	~1500	3,4,5	1,2,4,6-9

Grading Policy

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 major assignments, quizzes, and exams are graded on a traditional A-F scale. Misc. Writing—homework, in-class assignments, informal papers as noted—will be graded check plus, plus, check minus (roughly, A, B, C) and zero.

Extra Credit: there are three opportunities for extra credit. The point value of each is equivalent to a misc. writing assignment. Extra Credit is a *reward*, and an opportunity to extend learning, not a makeup: students may take Extra Credit *only* if he or she has completed 80% or more of the assignments at any given point. Extra Credit can boost a lower score or make up for one missing assignment; it is not intended to compensate for numerous missing assignments. Point—Do the required work, and you won’t have to do “extra” work.

Late or missed work will not be accepted. I have eliminated the participation portion of the grading policy; therefore, participation will appear in the form of completed homework, or in-class exercises. Failure to complete the homework or turn it in on time or without prior authorization will receive a zero. Assignments will not be accepted over email or after class.

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.

Grades Determined by:

In-class essay #1	10%
In-class essay #2	10%
Autobiography, workups, drafts,	20%
Position Paper, workups, drafts	20%
Solving a Problem—Multi-Modal	25%
Final—Course Assessment	5%
Journal	5%
Misc. Writing—homework, in-class	5%
Total	100%

Grade Percentages:

A+	100-98	C+	79-77
A	97-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D	69-63
B	86-83	F	≤ 62
B-	82-80		

This course must be passed with a C or better as a CSU graduation requirement.

Classroom Protocol

- **Presence**—in class, on time—eyes forward, no electronics
- **Participation**—appreciated, expected, required, desired, rewarded (by goodwill)
- **Preparation**—completion of readings and homework—prior to class—is expected.
- **Papers**— **Multiple, unstapled papers will receive a zero.**
- **Promptness**—turn assignments in when due. Late assignments automatically receive a zero.

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](#) 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: Announcement in Class, on Canvas, and by Email

Readings: *HWG2N: How We Got to Now; RCWW: Reading Critically, Writing Well; EW: Everyday Writer*

Week	Date	Topics, Readings, Assignments, Deadlines
1	XXXXXX	
1	Th Aug 20	Introductions, etc.
2	Tu Aug 25	Diagnostic, In-Class Essay Read— <i>RCWW</i> : Ch. 10 Reading Strategies
2	Th Aug 27	Read— <i>HWG2N</i> : Introduction; Glass; Cold
3	Tu Sep 1	Read— <i>HWG2N</i> : Sound and Clean
3	Th Sep 3	Read— <i>HWG2N</i> : Time
4	Tu Sep 8	Read— <i>HWG2N</i> : Light and Conclusion
4	Th Sep 10	Read— <i>RCWW</i> : Ch. 2. Autobiography
5	Tu Sep 15	Due: Autobiography Draft to class—Peer Review Read— <i>RCWW</i> : Ch. 1 Writing Strategies
5	Th Sep 17	Read— <i>RCWW</i> : Ch. 3 Observation
6	Tu Sep 22	Due: Autobiography Final Draft Observation
6	Th Sep 24	Read— <i>RCWW</i> : Ch. 4 Reflection
7	Tu Sep 29	In-Class Essay
7	Th Oct 1	Reflection
8	Tu Oct 6	Read— <i>RCWW</i> : Ch. 6 Evaluation
8	Th Oct 8	Read— <i>RCWW</i> : Ch. 7 Arguing for a Position
9	Tu Oct 13	Arguing for a Position
9	Th Oct 15	Due: Arguing for a Position Draft and Peer Review
10	Tu Oct 20	Read— <i>RCWW</i> : Ch. 5 Concepts
10	Th Oct 22	Due: Arguing for a Position Final Draft Read— <i>RCWW</i> : Ch. 11 Research
11	Tu Oct 27	Read— <i>RCWW</i> : Research

Week	Date	Topics, Readings, Assignments, Deadlines
11	Th Oct 29	Read—RCWW: Ch. 9 Proposal to Solve a Problem
12	Tu Nov 3	In-Class Essay
12	Th Nov 5	Proposal to Solve a Problem
13	Tu Nov 10	Due: Peer Review—Proposal to Solve a Problem Draft
13	Th Nov 12	Homework XXXXXXXXXXXXXXXX
14	Tu Nov 17	Mock-up of MM P--
14	Th Nov 19	Design/Communication
15	Tu Nov 24	Due: Final Proposal to Solve a Problem Packet
15	Th Nov 26	XXXXX Thanksgiving XXXXXXXXX
16	Tu Dec 1	Due: Multi-Modal Presentations
16	Th Dec 3	Due: Multi-Modal Presentations
17	Tu Dec 8	Due: Multi-Modal Presentations
Final Exam		Semester Reflection Venue and Time
Sec 39	Tu Dec 15	BBC 123, 7:15 to 9:30
Sec 56	Fr Dec 11	BBC 1214 9:45 to 12:00
Sec 60	Th Dec 10	BBC 122 12:15 to 2:30
Sec 66	Mo Dec 14	BBC 123 2:45 to 5:00