

San José State University
Department of English and Comparative Literature
English 1A, Section 42, Fall 2015

Instructor:	Dr. Shannon Hervey
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Office Hours:	Tuesdays 10am – 11:30am and/or by appointment
Class Days/Time:	T/TH 7:30 – 8:45am
Classroom:	Clark Building 306
Prerequisites:	EPT of 147 or higher, passage of LLD 1 or 2
GE Category:	Written Communication A2

Course Web Page

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website.

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.

Section Description: 21st Century Reading and Writing in a Democratic World

In this class, we will investigate the news as a mode of 21st century democracy. We will attempt to answer the question, “What role does public reading play in developing democratic dialogue and agency in a global community?”

In our current cultural moment, we are bombarded with media: news channels that broadcast 24 hours per day, social media outlets used as political platforms, magazines that litter grocery stores, cell phones that interrupt our days with updates about the world around us... the list goes on. We will engage this proliferation of media and cut through the chaos by focusing on one newspaper in particular: *The New York Times*. In our reading of *The New York Times*, we will develop critical reading skills that are essential to becoming more informed and thoughtful readers and thinkers. Instead of simply reposting a news story to our Facebook pages that we haven't yet read, we will learn what it means to be *active* readers who engage meaningfully with the media riddled world around us. We will approach the news as an avenue toward an essential American ideal, democracy, and we will reflect on the ways in which these stories individually impact the lives we lead. In our investigation of these stories, the people who write them, the people who read them, and the people who are implicated by them, we will attempt to develop models for effective democratic action.

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 Learning Outcomes (GELO)

Upon successful completion of this 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 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).

Required Texts/Readings

Reading is an integral part of writing. Kofi Annan once said, “Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics, and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity.” For our investigation of the connections between literacy and democracy, you will need the following materials:

Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times* (International) as well as articles and essays on literacy and democracy. You will also read selections from Naomi Wolf's book *Give me Liberty* as well as selections from an anthology edited by David Eggers, the author of the campus reading selection for this term. These texts are part of the extended investigation we will conduct this term into the relationship between literacy and democracy; reading these texts, you will practice reading to learn, to reflect, and to respond. These texts will also serve as writing samples for study, and models for imitation.

To help you connect your reading to the writing you do, you will also purchase and use a dictionary, a rhetoric, a sentence development text, and the campus handbook. In these books you will engage reading to learn and practice writing skills.

Textbooks

The following textbooks are available through the Spartan Bookstore, or through Amazon.

Ballenger, Bruce. *The Curious Writer*, Brief Edition, 4/E. ISBN-13: 9780205876655

Other Readings

You will purchase a digital version of *The New York Times* for the full term (4 weeks @ 99 cents, then \$1.88 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription:

<http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>

The following book is available as a trade paperback. You can order it on Amazon.

Wolf, Naomi. *Give Me Liberty: A Handbook for American Revolutionaries*. New York: Simon and Schuster. ISBN: 978-4165-9056-9

Suggested text:

Williams, Joseph M. *Style: Lessons in Clarity and Grace*, 11th Edition. ISBN-13: 978-0321898685

Other equipment / material requirements

Reliable access to the Internet.

Library Liaison for English courses:

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

University Policies

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.

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.

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 any student wishing to observe religious holidays when such observances require you, the student, to be absent from class. It is your responsibility to inform me, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, you must notify me, in writing, at least three days before the date you will be absent. It is my responsibility to make every reasonable effort to honor your request without penalty. It is also your responsibility to make up all 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 located on the 1st floor of

Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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): <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 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.

Classroom Protocol

Attendance/Professionalism: You will arrive on time and be ready to work. Regular attendance is expected of you. If you are not present, you cannot participate. A lack of participation will adversely affect your growth as a writer and your overall grade in this course. Consider this your workplace: appropriate language, dress, and behavior are expected. Technology excuses regarding the failure to compose/type or print work will not be tolerated. Do not text or make/receive phone calls during class. Laptops/ipads, e-readers, etc., will remain off/closed during lectures. Please eat and drink prior to coming to class. In most instances, however, bottled water will be allowed.

Grading Policy/Assignment Breakdown

- This course must be passed with a C or better as a CSU graduation requirement.
- For each assignment, you will be given a scoring guide that details how the assignment will be evaluated and scored.
- No extra credit assignments will be given.
- Later work will not be accepted except under extreme circumstances.
- Failure to attend a “Rough Draft Peer Review Day” will result in an entire letter grade reduction on the final grade for that assignment.
- In keeping with GE policy, your final course grade for English 1A will be a letter grade: A to F. You must earn a C or better to receive graduation credit for GE Area A2.

Item	% of Course Grade	Word Count
3 Critical Reading/Reflections (GELO 1)	15% (5% each)	1800 (600 each)
Personal Essay (GELO 2, 3, 5)	5%	1000
NYT Blog (GELO 1, 2, 3)	10%	750
News Discussions	10%	N/A
Online Work	10%	N/A
Interview Transcript Project	5%	1000
Profile Essay (GELO 1 – 5)	15%	1000
Ethnography Project	10%	500
Critical Essay (GELO 1-5)	15%	1200
Final	5%	1200
Total	100%	9200 words

Eng. 1A, Section 42, Course Schedule

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks or in newspapers are posted in Canvas and/or our course website. It is your responsibility to go to Canvas/our course website, download the reading, print it out, read it, and bring it to class.
4. Bring assigned reading texts to class the dates they are listed below.
5. I will use Canvas/our course website to post announcements, assignments, supplementary reading materials, and points. You will submit out-of-class essays on Canvas and Blog assignments on our course blog at <https://sjsuenglish1asection42.wordpress.com/>.
6. You are not responsible for completing any exercises you encounter in your reading as homework if they are not listed in our schedule.
7. I will frequently assign impromptu course blog assignments during class to be completed before our next class session. The completion and quality of this work will be recorded in the "Online Work" portion of your grade.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	First Day of Instruction: syllabus review, newspaper survey, "Millennials Read Print News," subscribe to the <i>New York Times (NYT)</i> digital
1	8/27	Read: Stories from the International front page of the <i>NYT</i> Read: Jefferson's <i>The Declaration of Independence</i> (on course website) Read: Ballenger, Chapter 2, "Reading as Inquiry" (39-68) Read: Naomi Wolf's "Introduction" from <i>Give Me Liberty</i> (3-12)
2	9/1	Read: Stories from the International front page of the <i>NYT</i> Read: "Few Read, Many Twitter" and "When Here Sees There" (on course website) Bring to class: Annotation Assignment—Bring in a photocopy of a <i>NYT</i> article with your annotations (consult Ballenger's sample annotation on p. 53). In class: Annotating Activity and Vocabulary
2	9/3	Read: Stories from the International front page of the <i>NYT</i> Review: Ballenger pp. 50-52 to prepare for in-class activity In class: KWL+ exercise
3	9/8	Read: Stories from the International front page of the <i>NYT</i> Bring to class: A completed KWL+ for your story In class: Workshop thesis for essay
3	9/10	In class: Critical Reading/Reflection Essay 1: in-class writing Bring to class: Annotated story, KWL+, double-entry journal, outline, to be submitted with your draft.
4	9/15	Read: Ballenger, Chapter 3, "Writing a Personal Essay" (71-109) Read: "Weaving Story into Breaking News" (on course website) Read: Stories from the International front page of the <i>NYT</i> Bring to class: An annotated copy of "Weaving Story" essay In class: repurposing your reading/reflection for a new audience
4	9/17	Read: Ballenger, Chapter 14, "The Writer's Workshop," (575-594) and "Format" (494-

Week	Date	Topics, Readings, Assignments, Deadlines
		495) Bring to class: three copies of the complete draft of your Personal Essay In class: peer workshop for your draft
5	9/22	Bring to class: Final draft of your Personal Essay: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay) Read: Opinion pages <i>NYT</i> Read: Ballenger, Chapter 7, "Writing an Argument" (235-283)
5	9/24	Read: Opinion pages <i>NYT</i> In class: opening gestures and closing appeals. Bring to class: three copies of the complete draft of your blog
6	9/29	Bring to class: Final draft of your blog: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay) in class
6	10/1	Read: Wolf's "Freedom Is Intended as a Challenge" (13-21) Bring to class: an annotated copy of the reading, and a double-entry journal of it Bring to class: Composition book (a small notebook) In class: inventory of reading strategies; commonplace book: imitation exercise
7	10/6	In class: Critical Reading/Reflection Essay 2: in-class writing
7	10/8	Bring to class: a list of possible interview subjects for your news investigation In class: KWL+ for the interview project and a draft of a set of interview questions for your interview subject(s)
8	10/13	Read: Dan Bright's Profile (87-107) in Canvas Bring to class: Interview plan or notes In class: Multimodal projects
8	10/15	Bring to class: 3 copies of your interview transcript and KWL+ for this project In class: interpret field notes to identify KWL+ notes / Multimodal projects
9	10/20	Bring to class: Final Interview Project; submitted with field notes and KWL+notes Read: Beverly Monroe's Profile in Canvas (55-84) Bring to class: double-entry journal page for Beverly Monroe's Profile In class: interpreting the editorial choices of the profile
9	10/22	Read: Lorena's profile (109-127) in Canvas Read: Wolf, "Principle One" (91-104) Bring to class: Double-entry journal page for Wolf's "Principle One"
10	10/27	Read: Ballenger, Chapter 4, "Writing a Profile" (111 – 153) Read: Wolf, "Principle Two" (105 – 123) Bring to class: Double-entry journal of "Principle Two"
10	10/29	Bring to class: 3 copies of a complete draft for your profile essay
11	11/3	Bring to class: A final draft of your Profile Essay; submit all prewriting, plan, outlines, drafts, cover letter, and essay Read: Wolf, "Principle Three" (125 – 139)
11	11/5	Read: Wolf, "Principle Four" (141 – 155) Read: Scruton's "A Point of View: Is Democracy Overrated?" (on course website) Bring to class: Double-entry journal of "Principle Four"
12	11/10	Read: Wolf, "Principle Five" (157 – 171) Bring to class: Double-entry journal of "Principle Five"

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/12	In class: Critical Reading/Response Essay 3: in-class writing Bring to class: double-entry journals from Wolf reading, your KWL+ and annotated articles from your NYT story, outline/sketch, to be submitted with your draft
13	11/17	Read: Ballenger, Chapter 9, “Ethnographic Essay” (337-382) Read: Alternate journal article on your <i>NYT</i> story (complete KWL+)
13	11/19	Read: Ballenger, Chapter 8, “Writing a Critical Essay” (285-335) Read: Lunsford, Chapter 3, “Multimodal Assignments” (20 – 36) in Canvas Read: Wolf’s “Principle Six” (173 – 187) Bring to class: Double-entry journal of “Principle Six”
14	11/24	Read: Wolf’s “Principle Seven” (189-211) Bring to class: Double-entry journal of “Principle Seven” In class: group workshop for ethnographic essay
14	11/26	Holiday Break
15	12/1	In class: Ethnographic Presentations
15	12/3	In class: Ethnographic Presentations
16	12/8	Bring to class: opening and closing paragraphs for critical essay Bring to class: all KWL+ and double-entry journal pages from previous essays on your <i>NYT</i> story In class: workshop to create a sketch/outline for your critical essay
Final Exam	Time/ date to the right →	Draft Workshop: Outside of class Final: Turn in Critical Essay and write a metacognitive essay Date/Time: Tuesday, Dec. 15 th , 7:15am – 9:30am