

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

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

## GE A2 Course Description

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands of writing at the university (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. Students will be introduced to citing sources.

**Prerequisites:** Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT, such as LLD 2.

### Section Description: 21<sup>st</sup> Century Reading and Writing in a Democratic World

In this class, we will investigate the news as a mode of 21<sup>st</sup> 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 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.

## **English IA Course Outcomes (CLO)**

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or state, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (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

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

### **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

### **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](mailto: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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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), <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](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](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 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](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 located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 10<sup>th</sup> 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
<b>Total</b>	<b>100%</b>	9200 words

## Eng. 1A, Section 42, Course Schedule

**\*\*Subject to change at instructor’s discretion and in response to class need.**

\*Though not indicated here, the expectation is that you will continuously be up-to-date on the reading of the *NYT*. The idea is to immerse yourself in news stories from around the world so as to develop a better understanding of critical reading practices on the one hand and actual world issues on the other.

\**NYT* = *New York Times*, \**CW* = *Curious Writer*, \**GML* = *Give Me Liberty*

All other works with only an author name and title are to be found on our course’s Canvas site.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	<b>Topics:</b> Introduction to “Inquiry 1”: What is democracy and how is it created through public dialogue? / Choosing a <i>NYT</i> story to follow / KWL+ <b>Read:</b> 1) <i>NYT</i> , 2) Pape, Katy: “Millennials and Print Newspapers: a Surprising Story”
1	8/27	<b>Topics:</b> How is democracy created through public dialogue? <b>Read:</b> 1) <i>NYT</i> , 2) Barr, Jeremy: “As fewer people read newspapers, more share their front pages”, 3) <i>CW</i> : Ch. 2, “A Process for Reading to Write; Questions for the Process of Reading to Write: What Do I Want to Know? / What Should I Read to Find Out? / What Do I Do with What I’ve Read? / Having a Dialogue with What You Read”
2	9/1	<b>Topics:</b> Critical Reading/Reflection 1 discussion and prep <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>CW</i> : Ch. 1, Exercise 1.1; “This I Believe (and This I Don’t)”, 3) Whitehead, John: “Why Local Newspapers Are the Basis of Democracy”
2	9/3	<b>Due: By this date, you must choose a <i>NYT</i> story to closely follow</b> <b>Read:</b> 1) <i>CW</i> : Ch. 2, Exercise 2.5, “Reading Creatively, Reading Critically”, 2) Wolf, Naomi: “The Battle Plan”
3	9/8	<b>In Class: Critical Reading/Reflection 1</b>
3	9/10	<b>Topics:</b> Personal connections to public stories / Introduction of the Personal Essay Assignment <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>GML</i> , “Freedom Is Intended as a Challenge,” pg. 13
4	9/15	<b>Topics:</b> Connecting to your News Story / Using Quotes in your writing <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>GML</i> , “Fake Patriotism” pg. 23
4	9/17	<b>Topics:</b> Personal Essays <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>CW</i> : Ch. 3, “Writing About Experience and Observations” / “Motives for Writing a Personal Essay”, 3) <i>CW</i> : Ch. 3, Personal Essay 1, Laura Zazulak, “Every Morning for Five Years” <b>Due: Personal Essay Rough Draft: **bring two printed copies**</b>
5	9/22	<b>Topics:</b> Reading as public agents / Using visuals in your writing

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>GML</i> , “Fake Democracy” pg. 33 <b>Due: Personal Essay Final Draft</b>
5	9/24	<b>Topics:</b> Collective democratic agency/action: myth or actuality? <b>Read:</b> 1) Your <i>NYT</i> story, 2) Hohman, Maura: “Just a Feel-Good Exercise?”, 3) Hinchliffe and Schmitz, “Digital News: Key to Global Literacy and Information Literacy Education”
6	9/29	<b>Topics:</b> Blogging / Social media / Media and democracy <b>Read:</b> 1) Your <i>NYT</i> story, 2) Alexander, Drew Noble: “Beyond Borders: What It Means to Be a Global Citizen”
6	10/1	<b>Due:</b> Find at least three arguably reputable blogs that discuss your story topic. Write a critical reflection (1 – 2 pages, double spaced) about one of the following things: voice, audience awareness, information presented, rhetorical awareness, and/or visuals. Provide links to all three blogs on the top of your paper. Bring this reflection to class and be ready to discuss the impact of social media on news/democratic action.
7	10/6	<b>Topics:</b> Audience awareness / Taking audience into consideration with context <b>Read:</b> Your <i>NYT</i> story <b>Due:</b> Complete Rough Draft of your Blog Post
7	10/8	<b>In-Class:</b> 2) Review: Wolf, Naomi: “The Battle Plan” <b>Due: Blog Final Draft</b> Remember to post your blog on an actual public forum. This could be Facebook, Wikipedia, a “comment” section to another blog, etc. Post a link to where you posted your blog entry on the top of your final draft that you turn in to me.
8	10/13	<b>In-Class: Critical Reading/Reflection 2</b>
8	10/15	<b>Topics:</b> Interviewing an “Agent of Democracy” / Multimodal Projects <b>Read:</b> 1) Your <i>NYT</i> story, 2) Israel, Ronald C.: “What Does it Mean to be a Global Citizen?”, 3) USC Vectors Multimodal Presentation
9	10/20	<b>Due: Interview Project</b>
9	10/22	<b>Topics:</b> The status of democratic agency in American today / The Profile Essay / Annotated Bibliographies <b>Read:</b> Your <i>NYT</i> story, 2) <i>CW</i> : Ch. 4, *Profile 1, Bruce Ballenger, “Museum Missionary,” 3) Ch. 4, *Profile 2, Ian Frazier, “Passengers”
10	10/27	<b>Topics:</b> The Profile Essay – Introductions / Organization / Research <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>GML</i> : “Principle Three,” pg. 125
10	10/29	<b>Topics:</b> The Profile Essay – Organization / Outlining / Drafting <b>Read:</b> 1) Your <i>NYT</i> story, 2) Ch. 4, *Student Essay, Micaela Fisher, “Number 6

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		Orchard”, 3) Scruton, Roger: “A Point of View: Is democracy overrated?”, 4) <i>GML</i> , “Principle Four”
11	11/3	<b>Profile Essay Rough Draft Due:</b> Bring two printed copies to class
11	11/5	<b>Topics:</b> Review for Critical Reading/Reflection 3 <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>GML</i> , “Principle Six,” pg. 173, 3) <i>GML</i> , “Principle Seven,” pg. 189 <b>Due: Profile Essay Final Draft</b>
12	11/10	<b>In-Class: Critical Reading/Reflection 3</b>
12	11/12	<b>Topics:</b> Cultural perspectives – how context shapes rhetoric/reception / Multimodal Ethnography Project introduction <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>CW</i> : Ch. 9, “Inquiring into the Details, Questions Ethnographers Ask” / “Inquiring into the Details, Ethnography and Ethics”
13	11/17	<b>Topics:</b> Multimodal Ethnography Project ideas / the Critical Essay: research practices <b>Due:</b> Four sources for Ethnography Project/Critical Essay, annotated bibliography due
13	11/19	<b>Topics:</b> Ethnography Project ideas / the Critical Essay – introductions Read: 1) Your <i>NYT</i> story, 2) <i>CW</i> : Ch. 8, Inquiring into the Details What Is a “Strong Reading”?
14	11/24	<b>Topics:</b> Multimodal Ethnography Project Presentations <b>Multimodal Ethnography Project due</b>
14	11/26	<b>Thanksgiving Holiday Break</b>
15	12/1	<b>Topics:</b> Writing Critical Essay introductions <b>Read:</b> 1) Your <i>NYT</i> story, 2) <i>CW</i> : Ch. 8, “Inquiring into the Story” / “Inquiring into the Details Why”
15	12/3	<b>Topics:</b> Outlining Critical Essays / quoting in Critical Essays <b>Due: Works cited list for Critical Essay</b>
16	12/8	<b>Critical Essay Rough Draft Due:</b> Bring two copies to class with you.
Final Exam	TBA	<b>Critical Essay Final Draft Due</b>