

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 71, Fall 2015

Course and Contact Information

Instructor:	Peter O'Sullivan
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Office Hours:	Tuesdays 1:30-2:30PM ;Thursdays 8-9AM
Class Days/Time:	Tuesdays and Thursdays, 4:30-5:45PM
Classroom:	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.

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 a reading-intensive course meant to help you strengthen your reading and critical thinking skills. You will read many challenging passages from *50 Essays* and from other sources both provided by the instructor and found in your research. All readings listed on the calendar must be finished by the class time for the date listed. For example: If the calendar listing for September 3rd includes Plato's "Allegory of the Cave" you must have this essay read before we meet for class on September 3rd. Class participation is based predominantly on the readings, so to ensure full credit you must complete the readings by class time and be prepared to participate orally and in writing.

Final Experience: Your final will consist of an in class presentation about specific changes you've made in your writing. Each student's presentation will be between 3 to 5 minutes long. You will be given a specific series of questions to address in the presentation. Finally, the presentation will be open note.

Required Texts

Textbook

- 50 Essays: A Portable Anthology, 4th Edition. Edited by Samuel Cohen
 - ISBN 9781457648854
 - Available at the Spartan Bookstore and Amazon.com
- Lunsford, Andrea. The Everyday Writer with Exercises, 5th Edition.
 - ISBN 9781457667121
 - Available at Spartan Bookstore.

Other Readings

Additional readings will be posted on [Canvas](#).

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](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Reading

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Out of Class Essays

You will write out of class essays over the course of the semester. Each essay will be a minimum of 1000 words long (4-5 pages long depending on font). Final drafts will be due through Canvas. You are encouraged to bring rough drafts to my office hours to make essays as excellent as possible.

There will be significant point deductions for not using MLA, or for improper or missing citations. Part of MLA guidelines require the essay be typed in a 12-point font, double-spaced, with one-inch margins on all sides, and with your name and page number in the header. I also require you to include a word count for every out-of-class essay, which you may place in the top of the essay (with your name, date, etc.), or at the end of the essay.

- Word length requirements are listed on the calendar and on essay assignment pages on Canvas.
- Specific instructions will be on assignment page on Canvas.
- A note about minimum requirements:

- All minimum requirements listed on the writing prompts must be met in order to pass the assignment. Passing is a C. To receive an A you must exceed the requirements.

Rough Drafts

In addition to the 4000 words of final draft material, you will accumulate at least as much, if not more, in rough draft material for your essays. These rough drafts are graded on completion, not quality; however, it behooves you to make them as quality as possible in order to relieve some of the pressure of revision.

Participation

Participation is graded through multiple assignments both in class and on canvas. These will usually take the form of online discussions and selections of in class discussion topics. Occasionally, I will assign quick, informal responses to the readings.

Quizzes

Quizzes will all be given through canvas. These will cover the readings, grammar, and vocabulary. For the most part these will be multiple choice examinations.

I reserve the right to call a pop quiz and have it due by the end of the next day.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Diagnostic Essay	1000	2,5	1,6,7,8,9
Descriptive Essay: Rough	1000	2,3,5	1,2,3,6,7,8,9
Descriptive Essay: Final	1000	2,3,5	1,2,3,6,7,8,9
Synthesis Essay: Rough	1000	1-5	1-9
Synthesis Essay: Final	1000	1-5	1-9
Analytic Essay: In-Class	1000	1,2	2,3,4,6
Analytic Essay: Out of Class Rough	1000	1-5	1-9
Analytic Essay: Final	1000	1-5	1-9

Grading Policy

Grade Distribution

- Out of Class Rough Drafts: 20%
- Out of Class Final Drafts: 40%
- In Class Essays: 10%
- Final Presentation: 10%
- Quizzes: 10%
- Participation Assignments: 10%

Extra Credit

I do not offer extra credit assignments. You have more than ample opportunity to prove yourself with the assignments offered.

Late Work

I do accept late work; however, for each week that an assignment is late, the score drops by 25%. For example, if an essay is due on Tuesday, September 22, and you turn it in on Tuesday, September 29, then the highest potential score you can get on that essay is 75/100 or a C. Should you wait until Tuesday, October 6, then the highest possible score is 50/100 or an F. This continues until the essay is four weeks late and then worth zero credit. Some credit is always better than none.

Grade Markups

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

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.

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.

Passing

A cumulative grade of C or better is required to pass this course.

Classroom Protocol

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, then I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Tardiness is understandable, but must not be disruptive. Disruptive tardiness includes chronic lateness, excessive noise, and coming in later than thirty five minutes into a class period. If you're going to miss half the class, you might as well miss all of it.

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.

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/. 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.

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

ENGL 1A: First-Year Writing, Fall 2015

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, August 20	In Class Diagnostic Essay
2	Tuesday, August 25	Diagnostic Essay Due to Canvas Assign Out of Class Essay #2: Descriptive Essay (1000 words) Sequence 1: Knowledge. Plato: Allegory of the Cave (50E, 292) King: Reading to Write (50E, 221) Text, Subtext, and Context with the Cave.
	Thursday, August 27	X, Malcolm: Learning to Read (50E, 257) Douglas, Frederick: Learning to Read and Write (50E, 129)
3	Tuesday, September 1	Alexie, Sherman: The Joy of Reading and Writing (50E, 15) Rodriguez, Richard: Aria: Memoir of... (50E, 321)
	Thursday, September 3	Tan, Amy: Mother Tongue (50E, 417) Anzaldua, Gloria: How to Tame a Wild Tongue (50E, 33) Specifics v. Generics in Writing
4	Tuesday, September 8	Descriptive Essay Rough Draft Due to Canvas by Noon In Class Workshop
	Thursday, Sept. 10	Ericsson, Stephanie: The Ways We Lie (50E, 159)
5	Tuesday, Sept. 15	Assign Out of Class Essay #3: Explication of the Modern Cave (1250 words) Sequence 2: Media and Politics Buckley Jr., William F.: Why Don't We... (50E, 76)
	Thursday, Sept. 17	Orwell, George: Shooting an Elephant (50E, 295) Swift, Jonathan: A Modest Proposal (50E, 408)
6	Tuesday, Sept. 22	Descriptive Essay Final Draft Due on Canvas Assign Synthesis Essay (1000 words) Questions about grading criteria.
	Thursday, Sept. 24	King Jr., Martin Luther: Letter from Birmingham Jail (50E, 203) Thoreau, Henry David: Civil Disobedience (50E, 424)
7	Tuesday, Sept. 29	Rousseau, Jean Jacques: The Social Contract Book I (http://www.constitution.org/jjr/socon_01.htm)
	Thursday, October 1	Jefferson, Thomas: Declaration of Independence (50E, 187)

Week	Date	Topics, Readings, Assignments, Deadlines
8	Tuesday, October 6	Synthesis Essay Rough Draft due by Noon Workshop
	Thursday, October 8	Sequence 3: Identity and -isms Kingston, Maxine Hong: No Name Woman (50E, 221) Momaday, N. Scott: The Way to Rainy Mountain (50E, 273)
9	Tuesday, October 13	Mukherjee, Bharati: Two Ways to Belong in America (50E, 290)
	Thursday, October 15	Ascher, Barbara Lazear: On Compassion (50E, 46)
10	Tuesday, October 20	Ehrenreich, Barbara: Serving in Florida (50E, 136) Eighner, Lars: On Dumpster Diving (50E, 146)
	Thursday, October 22	Synthesis Essay Due on Canvas Essay Debrief
11	Tuesday, October 27	In Class Analytic Essay (1000 words)
	Thursday October 29	Baldwin, James: Notes of a Native Son (50E, 50) Staples, Brent: Just Walk on By: Black Men... (50E, 383) Hurston, Zora Neale: How it Feels to Be Colored Me (50E, 182)
12	Tuesday, November 3	Cofer, Judith Ortiz: Myth of the Latin Woman (E50, 91) Truth, Sojourner: Ain't I a Woman? (50E, 410)
	Thursday, November 5	Barry, Dave: Turkeys in the Kitchen. (50E, 72)
13	Tuesday, Nov. 10	Analytic Essay Rough Draft Due to Canvas by Noon Intensive Workshop 1
	Thursday, Nov. 12	Intensive Workshop 2
14	Tuesday, Nov. 17	Intensive Workshop 3
	Thursday, Nov. 19	Intensive Workshop 4
15	Tuesday, Nov. 24	Intensive Workshop 5
	Thursday, Nov. 26	THANKSGIVING: No Class
16	Tuesday, December 1	Analytic Essay Final Draft Due to Canvas
	Thursday, December 3	Assign Final Presentation.

Week	Date	Topics, Readings, Assignments, Deadlines
17	Tuesday, December 8	Last Day of Class. Work on Presentations.
Final	Friday, December 11 2:45PM	Final Presentations