

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing, Section 62, Fall 2016

Course and Contact Information

Instructor:	Ellen Tara James-Penney
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Office Hours:	TTh 6:30-7:30 am (contact me an hour prior to confirm!) F 7:00-9:15 am (contact me an hour prior to confirm!)
Class Days/Time:	Fridays 9:30 am -12:15 pm
Classroom:	SH 411
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication

“**University Policies:** Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.**” <http://www.sjsu.edu/gup/syllabusinfo/>

Course Description and Goals

GE A2 Course Description

Written Communication 1 cultivates an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at 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.

ENGL 1 Section 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 more formal attitudes and demands of writing at the university (expository and argumentative essays). Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

Diversity: SJSU studies include an emphasis on diversity. Thus, you will be reading articles from writers of different ethnicities, gender, socioeconomic class, and ideologies.

Reading: ENG 1A is also a reading course. The reading is a crucial component of the class, as you must read effective writing to become an effective writer. All readings must be completed by the beginning of each class

session, and all discussions and assignments will be based on the reading material. **It will be impossible to be a successful student in this course if you neglect to complete the daily reading.**

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 three essays shall be written in class. In addition, ENGL 1A classes require at least three out-of-class essays.

In addition, PARTICIPATION does NOT mean coming to class and sitting silently at your desk; it means taking part in all class activities. Therefore, a percentage of your grade involves asking questions, offering opinions and suggestions, giving feedback, debating, etc. ☺

GE Learning Outcomes (GELO) (Delete if not applicable)

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. and demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Upon successful completion of this course, students will be able to:

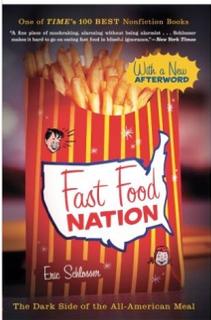
Course Learning Outcomes (CLO) (Required)

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

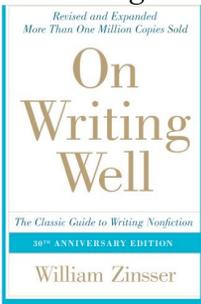
- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps 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:

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser
(BEFORE CLASS BEGINS purchase the PAPERBACK via Amazon.com)



On Writing Well by William Zinsser



(BEFORE CLASS BEGINS purchase the PAPERBACK – 30th Anv Rep Edition—via Amazon.com)

Additional Readings:

Articles will be posted on CANVAS for you to print and bring to class for discussion and in-class writings.

Required Materials:

Two (2) green books

One (1) spiral notebook – I will be checking notebooks for, yes. NOTES!!! ☺

Colored pens (no pencils) – you WILL write in the textbook!

Cell phone/iPad (for research ONLY)

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 can be found from University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

Theme of this course: Food: Beautiful Food (or is it?)

Food is a topic worth discussing culturally, ethically, morally, politically, and globally. We will analyze the difference between *natural* and *organic*; *poverty* and *plenty*; *neighbor* and *stranger*. Therefore, be ready to discover the etymology of words in this class. You also must know definitions! In addition, a vital approach in

this class is research: what constitutes strong or weak evidence? Each week you will note in your notebook a reading analysis of required textbook chapters assigned.

Out-of-Class Essays:

1. Informative: You will choose a topic about food and *inform* me (your audience) about the subject. Do NOT give me your opinion!!! Stick to research.
2. Argumentative: You will choose a side and develop a thesis statement and prove your argument/opinion. Said opinion MUST be supported by EVIDENCE. We will discuss two argumentative approaches: Aristotolean and Rogerian. Of those two, you will choose which approach you will choose.

In-class essays:

You will find and examine two (2) articles, creating a rhetorical analysis identifying strategies such as ethos, pathos, and logos. In addition, you will identify elements such as tone, style, imagery, audience, etc. This is to develop your analytical skills. Attention to detail is paramount both in class and out of class!

Again, participation (the act of taking part or sharing in something) is paramount to this course. There will be in-class activities requiring student involvement: group activities, team pop-quizzes, debates, video/audio/powerpoint presentation. Be ready to use your vocal cords and creative mind. ☺

Final Examination or Evaluation

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” More details can be found in University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>).

The final exam will be a timed in-class essay, analyzing a passage from a text of my choice. You will use ALL the skills learned during the semester (including grammar!).

Grading Information (Required)

Assignment	GELO	CLO
2 out-of-class essays comprised of: Rough draft Revision Final Draft	1-5	1-9
2 formal In-class essays	1-5	1,2,4,6-9
Video/Power Point/Audio presentation	1-5	1-9
Reading analyses/notes	1-5	1,2,4,6-9

Total point value for the course is 1000.

Out-of-class essays (2)

- Rough Drafts 50 pts. each
- Developed revisions 50 pts. each
- Final drafts 200 pts. each

In-class essays (2) 100 pts. each

Video/Audio/Powerpoint Presentation 100 pts.

Reading analyses 50 pts.

Notes 50 pts.

Participation(in-class assignments included) 100 pts.

TOTAL: 1000 pts.

At the end of the semester, your overall course grade will be calculated as follows:

1000-930	A
929-900	A-
899-870	B+
869-830	B
829-800	B-
799-770	C+
769-730	C
729-700	C-
699-670	D+
669-630	D
629-600	D-
599-09	F

“This course must be passed with a **C-** or better as a CSU graduation requirement.”

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: *A+/A/A-* = excellent; *B+/B/B-* = above average; *C+/C/C-* = average; *D+/D/D-* = below average; F = failure. *Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

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.

- HARD COPY of ESSAYS and other assignments ONLY.
- NO LATE ASSIGNMENTS ACCEPTED.
- NO EMAILING ASSIGNMENTS EITHER. **IT IS YOUR RESPONSIBILITY TO CONTACT A FRIEND/CLASSMATE TO BRING YOUR ASSIGNMENT TO CLASS ON THE DUE DATE IF YOU CANNOT.**
- EXTRA CREDIT—TBD

[University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
[University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Classroom Protocol

Attendance: University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” Thus, do NOT be later than 5 minutes (unless you have contacted me with a legitimate reason), or you will be asked to leave. Showing up late disrupts the class. Be considerate of your classmates.

Cell Phones: If I see you texting or listening to music, you will be asked to leave class, resulting in a 0 for that day’s class participation.

Essays: Hardcopies of all formal essays are required and must be typed and in MLA format. *Handwritten essays are not acceptable.* Drafts are required of each major essay assignment. I will not grade an essay unless I have first seen a draft.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

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.

Course Number / Title, Semester, Course Schedule

The schedule is subject to change with fair notice by me either in class or via CANVAS.

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html>. All course materials will be posted on Canvas: syllabus, readings, grammar/editing assignments, etc. Class announcements will be made through Canvas as well. Be sure to check your account daily.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 26	Orientation/In-class diagnostic; assign OWW Ch 2-7; in-class diagnostic writing; grammar; MLA format; assign FFN Ch 1,2
2	Sept 2	citations; sources and evidence—How to ask pertinent questions; OWW Ch 2-7; Intro/conclusion/thesis statements; in-class question/identification assignment (group work using FFN Ch 1,2)
3	Sept 9	Rhetorical strategies, elements; Essay 1 RD assigned—revisit OWW Ch 2-7; article analysis (group work)
4	Sept 16	Essay 1 RD due (1,000 words); discussion/analysis of FFN Ch 3,4; How to ask pertinent questions! (in-class activity)
5	Sept 23	Essay 1 Revision assigned (1,500 words)—go over expectations; revisit thesis statements, etc.; Discussion/analysis FFN Ch 5,6
6	Sept 30	Essay 1 Revision due; discussion/analysis FFN Ch 7,8; Questions re: Essay 1 (last chance!)
7	Oct 7	Essay 1 Final draft (1,500 words) due!; discussion/analysis FFN Ch 9,10
8	Oct 14	In-class article analysis (partner project); Essay 2 RD assigned (1,000 words)—go over expectations (theory approaches); revisit intro/conclusion/thesis statements/evidence.
9	Oct 21	Essay 2 RD due; discuss/analyze FFN Epilogue: Have It Your Way; In-class activity about FFN Bibliography/Photo credits
10	Oct 28	Documentary, “Supersize Me.”; In-class essay 1
11	Nov 4	Discuss issues with In-class essay (approach, structure, organization, TIME— anxiety, fear, etc.); Essay 2 Revision (1,500 words) assigned—revisit OWW Ch 2-7
12	Nov 11	Essay 2 Revision due; Discussion about Food and Silicon Valley (homelessness, starvation, types of food offered to those in need).
13	Nov 18	Class activity—propose a solution to world hunger; Who is your neighbor? Question for discussion...who to help.
14	Nov 25	THANKSGIVING
15	Dec 2	In-class essay 2; Open forum about ANYTHING DISCUSSED IN CLASS; Essay 2 Final draft (1,500 words) due!
16	Dec 9	Last minute questions about writing issues/final exam

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	Dec 19	In our classroom 7:15-9:30 am (wake up!)