

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 32, Fall 2016**

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<b>Office Hours:</b>	T/TR 10:30-11:30 or by appointment
<b>Class Days/Time:</b>	T/TR 9-10:15
<b>Classroom:</b>	Boccardo Business Center (BBC) 123
<b>Prerequisites:</b>	English Placement Test
<b>GE/SJSU Studies Category:</b>	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**

Jack Kerouac described California as “the land of lonely and exiled and eccentric lovers come to forgather like birds...where everybody somehow looked like broken-down, handsome, decadent movie actors” while the Red Hot Chili Peppers contend that “it's the edge of the world and all of western civilization.” From its golden exterior to its dark underbelly, California has evidentially left an indelible mark on the American psyche—but what does it really mean to be Californian? Is there such a thing as a California identity? And, if so, what role do we, as Californians, play in the larger national and global communities? How is this role distinct or uniquely valuable as a result of our being Californians? From N.W.A to Raymond Chandler, we will examine throughout the semester the multitudinous voices that shape our notions of the Californian identity and the Californian experience. By learning to critically read these varying narratives of California and to respond to them through the production of our own writing that looks both inward at ourselves and outward at our community, we will increase our awareness of our role as vital, participatory citizens of our nation and the world. Finally, we will investigate California’s future sustainability in the wake of one of the worst droughts in our history. Drawing upon the lavish, eccentric, sordid and profoundly multicultural history of our state, this 1A course will focus on the California consciousness, its creative spirit, its environmental sustainability and the Californication of the global community. 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 (GELO)

Upon successful completion of the course, you will be able to

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- 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. Moreover, in order for the classroom to function as a safe environment in which open communication amongst all students occurs daily, all class discussions and debates will be conducted with respect for the races, ethnicities, genders, and socio-economic classes of all students kept in mind.

**Reading:** In English 1A, students will learn how to analyze and respond to various texts, so close and consistent reading is imperative. All assigned readings will be selections from the Course Reader, which includes various articles and essays relevant to the course theme, as well as chapters from the composition book, *Writing Situations*. Other readings may be available on Canvas or disseminated via email per instructions given in class. Please come to each class having completed all of the day's assigned readings. Note-taking and annotating your readings are always encouraged. Additionally, please frequently refer to your free copy of the style and grammar handbook, *The Everyday Writer*, accessible through Canvas.

## Required Texts

### Textbooks

- Course Reader—Available for purchase at Maple Press (330 South 10<sup>th</sup> Street)
- *The Everyday Writer*, Andrea Lunsford—Available for free on Canvas

### Other Readings

Any additional readings will be posted on Canvas or disseminated via email.

## 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>.

**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, one essay shall be written in class, and revised for a separate grade. In addition, ENGL 1A classes require multiple out-of-class essays.

**Online Weekly Canvas Responses (GELOs 1, 2, 4, 5):** Roughly once a week, you will post a response on Canvas to a discussion I will start regarding the readings or topics we've discussed for the week. You are welcome to post a response discussing your own thoughts on the matter, or something responding to a post one of your peers has written. Each response should be about 250-350 words and must be submitted before the beginning of class on the day it is listed as due on the course schedule for that week. However, you are encouraged to post your responses well in advance of class to give your peers—and me—adequate time to read your responses before our in-class discussion.

**Out-of-Class Essays (GELOs 1-5):** There will be three major out-of-class essays in which students will analyze and respond to the topics and readings we cover in class. Students will submit rough drafts of each, for which they will receive teacher feedback as well as additional feedback from their peers during in-class peer editing workshops. To encourage exploration of the various and vital stages of the writing process, all draft submissions and participation in peer editing workshops are mandatory and count for part of your final grade for the assignment. All drafts of all essays will be submitted electronically via Canvas, meaning I will not be collecting hard copies. However, **attendance is mandatory on due dates for all major essays; missing class on a major essay due date will result in a five-point deduction from the essay's final grade.** All essays must be typed in 12-point Times New Roman font, double-spaced, with 1-inch margins, and meet MLA formatting guidelines. See *The Everyday Writer* or the OWL guide (<https://owl.english.purdue.edu/owl/resource/747/01/>) for help.

**In-Class Essays (GELOs 2-5):** There will be two, 500-750-word, in-class essays: a diagnostic essay for which you will not be graded, and one other for which you will be graded. You will be given a specific prompt that addresses readings and topics we have covered in class and you will have the entire class period to write (punctuality is especially important on in-class essay days so that you will neither lose valuable writing time nor distract your peers as they work). In-class essays will ideally be composed on a laptop and uploaded to Canvas by the end of the class period, but also may be hand-written in blue or black ink in a greenbook, which are available at the campus bookstore and various other locations on campus. Please notify me and provide formal documentation from the Accessible Education Center (AEC) if you need accommodations for the in-class essays. If you know in advance that you will be absent on the day of an in-class essay, please notify me ahead of time to make necessary arrangements.

**Final (GELOs 1-5):** The final for the course will be a reflective, 500-word, in-class essay prompting students to look back at the semester to discover the changes their attitudes and opinions have undergone as a result of their experience in English 1A. Just like the other in-class essays, the final will ideally be composed on a laptop and uploaded to Canvas, but also may be hand-written in blue or black ink in a greenbook.

**Other Informal In-Class Writings/Reading Quizzes:** On most days, you will also be asked to complete short, informal writings during class. These may take the form of warm-ups, brainstorming, outlines, free-writes, reading responses, etc., and may be shared with the class as part of our discussion for the day. The effort you put into these writings will directly impact your participation grade for the course. Additionally, there will be ten brief, fact-based reading quizzes given at the beginning of class throughout the semester at random. Missed reading quizzes may not be made up, so daily punctuality is imperative to earn quiz points.

## Assignment Word Counts and Learning Goals

Assignment	Word Count	GELO	CLO
Out-of-Class Essay 1 (Rough Draft + Final Draft)	1500	1-5	1-9
Out-of-Class Essay 2 (Rough Draft + Final Draft)	1500	1-5	1-9
Final Project (Rough Draft + Final Draft + Presentation)	1500	1-5	1-9
In-Class Essay 1 w/ Revisions	500	2-5	1, 2, 4, 6, 7-9
In-Class Final	500	2-5	1, 2, 4, 6, 7-9
10 Online Weekly Writing Responses	2500	1, 2, 4, 5	1, 2, 4, 6, 7-9

### Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is 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. **Students must receive a course grade of a C- or better to pass English 1A.**

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.

### Assignment Grading Breakdown:

Assignment	Total Point Value	Percentage of Course Grade
3 Out-of-Class Essays (150 pts. each)	450	45%
1 In-Class Essay + Revised Draft (150 pts.)	150	15%
1 In-Class Final (100 pts.)	100	10%
10 Online Canvas Responses (15 pts. each)	150	15%
10 Reading Quizzes (5 pts. each)	50	5%
Participation	100	10%

**Assignment submissions:** Each major out-of-class essay will be submitted electronically on Canvas by the beginning of class on the scheduled due date. **Attendance is mandatory on due dates for all major essays; missing class on a major assignment due date will result in a five-point deduction from the final essay grade.** All Canvas responses will be submitted on Canvas by the beginning of class on each day listed on the course schedule.

**Extra credit:** There are plenty of assignments, activities, and outside help available in order for you to gain the required number of points to excel in the course. As such, I will not offer extra credit.

**Late work:** Late out-of-class essays will be accepted up to one week after the due date. For each calendar day the assignment is late, half a letter grade will be deducted from the final grade. I will not accept submissions via email. After one week has passed, the assignment will no longer be accepted. For missed in-class essays you have one week to make up your essay during a scheduled appointment with me. If you know in advance of an absence which will prevent you from submitting a hard copy of an assignment or taking an in-class essay, please notify me ahead of time to make necessary arrangements. Points for missed online reading responses, informal in-class writings, and participation may not be made up.

Course grades will be calculated using the following scale:

<b>A</b> (93-100%)=930-1,000pts	<b>B-</b> (80-82%)=800-829pts	<b>D+</b> (67-69%)=670-699pts
<b>A-</b> (90-92%)=900-929pts	<b>C+</b> (77-79%)=770-799pts	<b>D</b> (63-66%)=630-669pts
<b>B+</b> (87-89%)=870-899pts	<b>C</b> (73-76%)=730-769pts	<b>D-</b> (60-62%)=600-629pts
<b>B</b> (83-86%)=830-869pts	<b>C-</b> (70-72%)=700-729pts	<b>F</b> (0-59%)=0-599pts

### Classroom Protocol

**In class daily:** Come to class on time, prepared to work and to contribute every single day. Bring your Course Reader, laptop or touchpad, writing implements, and any assignments due to each class meeting. If you have not completed the assigned readings or writings for the day, do not come to class, as you will not be prepared to contribute to the learning environment.

**Use of electronics:** We will be utilizing Canvas periodically throughout the semester for in-class essays, in-class activities, and to facilitate in-class discussions, so you will be notified in advance if you need to bring your device to class. Forgetting your laptop or touchpad will prevent you from being able to fully participate in class activities. Cell phones visible on desks only pose a distraction to you and your fellow classmates, so keep them on vibrate or silent and out of sight in your bag. If you require any other electronic device due to a disability, you must have formal documentation from the Accessible Education Center (AEC) on campus in order for accommodations to be made.

**Late/Absence policy:** Although you will not be penalized for tardiness, you will be graded for your participation in class each day. Habitual tardiness will undoubtedly impact your contribution to the class negatively and hinder the experience of your classmates as well. If you know in advance that you will be late for class, will have to leave class early, or will have to miss class altogether, please notify me via email as soon as possible. Do not email me following an absence to ask about what you missed in class; contact a classmate first and then see me only if you missed a handout distributed or work returned in class.

**Office hours:** If you need help, clarification, questions answered, or additional guidance on an assignment, I strongly encourage you to attend my weekly office hours on Mondays and Wednesdays. I am also available for

scheduled appointments outside of my regular office hours. If you schedule an appointment during a time outside of my regular office hours and need to cancel or reschedule, please notify me ahead of time.

**University Policies:** The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc:

<[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)>

## English 1A Fall 2016 Course Schedule

This schedule is subject to change with fair notice. Students will be notified of any changes ahead of time in class or via email.

**Key:**

**CR**=Course Reader

**Canvas Selections**=Listed in class and available online

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 25	Course intro, syllabus overview, assignment schedule
1	Aug. 30	<b>Reading:</b> CR: “Introduction: California—The Bellwether State” (1-9) <b>In class:</b> In-Class Diagnostic Essay (Bring laptop or greenbook)
2	Sep. 1	<b>Begin Unit 1: Creativity</b> <b>Reading:</b> CR: “California Dreaming: Myths of the Golden Land” (11-13) <b>In class:</b> Intro discussion on course theme & understanding writing feedback
2	Sep. 6	<b>Reading:</b> Canvas Selections <b>In class:</b> Discuss Unit 1 theme, CA songs <b>Canvas Response due by beginning of class</b>
3	Sep. 8	<b>Reading:</b> Grammar/Formatting/Proper Citation Stuff <b>In class:</b> Grammar/Formatting/Citation Practice
3	Sep. 13	<b>Reading:</b> CR: Rawls (13-17); Didion (19-23); Understanding Rhetorical Situations (25-34); Purpose and Audience (35-39) <b>In class:</b> Perceptions of California, California Identity <b>Canvas response due by beginning of class</b>
4	Sep. 15	<b>Reading:</b> CR: Gibbs & Bankhead (41-45); Yu (47-50); Hondagneu-Sotelo (51-57); Miller, Miller, and Dyrness (59-62); The Writing Process (63-82) <b>In class:</b> The immigrant experience in California
4	Sep. 20	<b>Reading:</b> CR: English-Lueck (83-85); KQED (86-88); Houston (89-96); McClung (97-98); Writing to Analyze (99-103) <b>In class:</b> Identity as defined by place <b>Out-of-Class Essay 1 Rough Draft due in class</b>
5	Sep. 22	<b>Reading:</b> CR: The Revision Process (105-116) <b>In class:</b> Thesis statement workshop, discussion on peer editing workshops, assign peer editing workshop groups <b>Canvas response due by beginning of class</b>
5	Sep. 27	<b>Reading:</b> Group members’ rough drafts <b>In class:</b> Peer editing workshop
6	Sep. 29	<b>Out-of-Class Essay 1 Final Draft due in class and on Canvas</b> <b>Reading:</b> CR: Defining Sustainability (117-118) <b>In class:</b> Unit 1 culminating discussion, practice assessment essay
6	Oct. 4	<b>Begin Unit 2: Sustainability</b> <b>Reading:</b> CR: “(Mis)Managing California: Politics, Environment, and the State of the State” (119-121); Haslam (123-125); Reisner (126-127); Writing to Evaluate (129-133) <b>In class:</b> Region and agriculture

Week	Date	Topics, Readings, Assignments, Deadlines
7	Oct. 6	<b>Reading:</b> CR: Writing to Respond (135-136); Writing to Argue (137-149) <b>In class:</b> Writing to respond & argue activity <b>Canvas response due by the beginning of class</b>
7	Oct. 11	<b>Reading:</b> Two current articles of your choice on California drought w/ annotations <b>In class:</b> Debate/discuss drought articles in preparation for in-class essay on 10/13 <b>Canvas response due by the beginning of class</b>
8	Oct. 13	<b>In-Class Essay</b> (Bring laptop or greenbook.)
8	Oct. 18	<b>Reading:</b> CR: Hanson (151-152); Creamer (153-154); Writing to Propose (155-157); Writing to Inform (159-162) <b>In class:</b> Writing to propose/inform discussion, In-Class Essay revision assignment instructions <b>Canvas response due by beginning of class</b>
9	Oct. 20	<b>Reading:</b> In-Class Essay comments <b>In class:</b> In-Class Essay revision activity <b>Out-of-Class Essay 2 Rough Draft due in class and on Canvas</b>
9	Oct. 25	<b>Reading:</b> Group members' rough drafts <b>In class:</b> Peer editing workshop
10	Oct. 27	<b>In class:</b> <i>Twilight: Los Angeles</i> <b>Out-of-Class Essay 2 due in class and on Canvas</b>
10	Nov. 1	<b>Begin Unit 3: Global Citizenship</b> <b>Reading:</b> CR: "Exporting Culture: California and the Popular Imagination" (163-165); Allmendinger (165-168); Fine (169-171) <b>In class:</b> Hollywood fictions <b>Canvas response due by the beginning of class</b>
11	Nov. 3	<b>Reading:</b> CR: West (173-174); Polan (175-182); Lewis (183-185) <b>In class:</b> The burning of Los Angeles/Hollywood <b>Canvas response due by beginning of class</b>
11	Nov. 8	<b>Reading:</b> Synthesizing Information (187-195) <b>In class:</b> Synthesizing research into your writing; Class time to work on proposals/answering questions about projects, assign department assessment essay/explain process (due Nov. 29)
12	Nov. 10	<b>Reading:</b> Canvas selections <b>Group 1 Discussion Leaders:</b> <b>Group 2 Discussion Leaders:</b> <b>Canvas Response due by beginning of class</b>
12	Nov. 15	<b>In class:</b> Proposal conferences & group work day
13	Nov. 17	<b>Reading:</b> Canvas selections <b>Group 1 Discussion Leaders:</b> <b>Group 2 Discussion Leaders:</b> <b>Canvas Response due by beginning of class</b>
13	Nov. 22	<b>Reading:</b> Canvas selections <b>Group 1 Discussion Leaders:</b> <b>Group 2 Discussion Leaders:</b>
14	Nov. 24	<b>THANKSGIVING: NO CLASS</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	Nov. 29	<b>In class:</b> Group work day <b>Department Assessment Portfolio Due</b>
15	Dec. 1	<b>Unit 3 Presentations</b> <b>All students' Individual Essays due</b>
15	Dec. 6	<b>Unit 3 Presentations</b>
16	Dec. 8	<b>Unit 3 Presentations</b>
Final Exam	Fri. Dec. 16 7:15-9:30	<b>Final: Reflective In-Class Essay</b> (Bring laptop or greenbook.)