

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 33, Spring 2016

"I think I did pretty well, considering I started out with nothing but a bunch of blank paper."
– Steve Martin

Course and Contact Information

Instructor:	Jill Logan
Office Location:	Faculty Office Building (FOB) 118
Telephone:	(408) 924-4024
Email:	jill.logan@sjsu.edu
Office Hours:	M 1:30-2:30 and F 1:00-2:00 or by appointment
Class Days/Time:	MW 4:30-5:45
Classroom:	Boccardo Business Center (BBC) 122
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication I

ENGL 1A Course Description

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore 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. You will engage in integrated reading and writing assignments to construct your 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 will give you 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 you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: Students will read a wide range of material to explore various purposes for and styles of writing. They will learn to actively engage with the texts and explore multiple perspectives from authors of varying backgrounds.

Final Experience: Students will submit an argumentative essay supplemented with a multimodal presentation that makes a clear and coherent argument, taking into account their particular purpose and audience.

Required Texts

Patterns for College Writing (12th ed.) Bedford/St. Martin's, ISBN 978-0312676840
Available at San Jose University Spartan Bookstore

The Little Seagull Handbook with exercises (2nd ed.) Norton, W.W. & Company, ISBN 978-0393935813
Available at San Jose University Spartan Bookstore

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to 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>.

In-class Essays

You will complete three timed, in-class essays: one diagnostic, one that focuses on exemplification, and one that focuses on definition. I will give you more information about the specifics of these later in the class. **If you are absent for an in-class essay, you have one week to schedule an appointment with me to make it up.**

Formal Essays

You will be required to complete three formal essay assignments: a personal narrative essay, a compare and contrast essay, and an argumentative essay. I will provide written instructions for each of them. I expect you to work on multiple drafts before the final draft is due, and I am happy to provide feedback before the final deadline, providing you meet with me during office hours or by appointment. (I will not review drafts through e-mail.) Your **Rough Drafts** will be due on Canvas in advance of the **Final Drafts**. I will sometimes ask you to bring printed copies to class for workshop.

Reading Responses

For each reading assignment, you will be required to post a Reading Response on Canvas by 9:00 a.m. the day that reading will be discussed. I will post a prompt and you will write a **100-200 word response** to it. You will post these under **Discussions** on our Canvas site. (Please enter them in the text box rather than as attachments.) We will use these responses in various ways as springboards for our discussions in class and for your writing assignments. Some will be creative, while others will be more critical. **I will not accept late Discussion posts.**

In-class Writing Activities

These activities will be designed to help with various stages of the writing process. I will give individual instruction on these during class time. **Missed In-class Writing Activities cannot be made up.**

Annotated Notes

You will bring a reading assignment to class with the notes you've made in the margins. (If you can't mark in your textbook, you may use Post-It notes.) I expect you to show a thoughtful engagement with the text through underlining, highlighting, notes in the margins, and whatever type of notetaking system works best for you. Partial annotation will yield a partial score.

Debate participation

We will have an in-class debate to hone our skills of argumentation. You will work with a group, and your grade will be decided by how fully you participate with your peers. I'll provide more instructions on this during class.

Argumentative Presentation

This will be your final assignment and will dovetail with your Argumentative Essay. You will have an option of presenting a short speech (3-5 minutes), a pamphlet, or a web-based piece that works with your essay's argument to demonstrate your effectiveness in making a multimodal argument.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
In-class Diagnostic Essay (1.25 hours)	600	2/3/4/5
In-class Essay (1.25 hours)	600	2/3/4/5
In-class Essay (1.25 hours)	600	2/3/4/5

Rough Drafts (3)	4100	2/3/4/5
Final Essay #1: Narrative	1300	2/3/4/5
Final Essay #2: Compare & Contrast	1300	2/3/4/5
Final Essay #3: Argumentative	1500	2/3/4/5
Reading Responses	9 x 200	1/2/3/4
In-class Writing Activities	varies	1/2/3/4/5
Annotated Notes	varies	1
Debate participation	oral	4
Argumentative Presentation	varies	3/4

Grading Policy

The point breakdown for the class is as follows:

Assignment	Points Possible	My score
In-class Diagnostic Essay	50	
In-class Essay #2	50	
In-class Essay #3	50	
Rough Drafts (3 x 50 points each)	150	
Final Essay #1: Narrative	100	
Final Essay #2: Compare & Contrast	100	
Final Essay #3: Argumentative	100	
Reading Responses (12 x 5 points each)	60	
In-class Writing Activities (21 x 5 points each)	105	
Annotated Notes	10	
Debate participation	10	
Argumentative Presentation	50	

Grading Scale:

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

This course must be passed with a C or better as a CSU graduation requirement.

If you do not understand the reason you received a specific grade, please ask for clarification *at least 24 hours after receiving it, and at most one week after.*

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of

their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Late Work

Assignments are due at the beginning of class (*except Reading Responses, which are due at 9:00 a.m. on the day they are being discussed*). Any assignments not submitted at the beginning of the class period will be lowered one full letter grade, with additional deductions of one full grade for each additional day they are late. **This policy only applies to essays; I will not accept late work for Reading Responses or In-Class Writing Activities.**

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.

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.

Classroom Protocol

Your task as a student will be to take advantage of the readings and class instruction and to embrace the processes of writing and reading. To help foster a positive classroom community, I expect that students will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will attend class regularly and give your full attention to the material. As college students, I expect you to acknowledge that you are participating in a level of education where effort is not enough to justify a high grade, and I expect that you will not plagiarize or otherwise steal the work of others. I also expect that you will accept the consequences – good or bad – of your actions.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your grade will reflect the quality of your work and nothing else. I believe

that this course is extremely important for your intellectual and personal growth, and my teaching will reflect this belief.

Paper Formatting

In order to help me grade fairly, all assignments (except those completed in class) must be typed, double-spaced, and in Times New Roman 12-point font with one-inch margins. Assignments of more than one page must be stapled. The following example demonstrates how a paper should be formatted.

Your Name
Instructor: Jill Logan
ENGL 1A – Section #33
Date

Your Specific Title Goes Here

The text of your paper begins here. Notice that this text is left-justified. Also make sure that all margins are set at 1". You should choose the Times New Roman font in size 12. All text should be double-spaced.

On all following pages, the header should include your last name and page number, such as "Griswald 2," on the right-hand side of the page. To set this up, choose "View/Header and Footer" in most word processors. Be sure to use the "#" command to place the page number in your header, so that the computer will automatically paginate your document. (You can take the header off the first page by placing a check mark before "Different first page" under "File/Page Setup/Layout.")

University Policies

General Expectations, Rights and Responsibilities of the Student

As a member of the academic community, you are both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize yourself 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 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, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that you begin by seeking clarification or discussing concerns with your instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that you contact the Department Chair as a next step.

Dropping and Adding

You 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/>. You 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](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 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](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](http://www.sjsu.edu/at/asc/) 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>.

California Faculty Association Dispute

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education. It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education. Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody. For more current information you can visit the California Faculty Association website at <http://www.calfac.org/>

Course Schedule

English 1A: First-Year Writing (Section 33) – Spring 2016

**Schedule subject to change with fair notice at Instructor's discretion. You'll be notified in class and by email.*

All readings from *Patterns for College Writing*

Week	Date	Readings, Assignments & Deadlines
1	M 2/1	Introductions
1	W 2/3	In-class Diagnostic Essay
2	M 2/8	Due (in class): Annotated Notes Discuss: Reading to Write: Becoming a Critical Reader 13-27 Discuss: Tan's "Mother Tongue" 466-471 Writing Activity #1
2	W 2/10	Due on Canvas by 7:00 a.m.: Reading Response #1 Discuss: Cisneros' "Only Daughter" 111-114 Discuss: Satrapi's "The Socks" 109 Writing Activity #2
3	M 2/15	Due on Canvas by 7:00 a.m.: Reading Response #2 Discuss: "Narration" 97-107 Discuss: Gansberg's "Thirty-Eight Who Saw Murder Didn't Call the Police" 127-130 Writing Activity #3
3	W 2/17	Due on Canvas by 7:00 a.m.: Reading Response #3 Discuss: Edmundson's "Pink Floyd Night School" 116-118 Discuss: Smith-Yackel's "My Mother Never Worked" 121-124 Writing Activity #4
4	M 2/22	Rough Draft due to Canvas: Personal Narrative Writing Activity #5: Writing Workshop (bring 3 copies of your Rough Draft to class)

4	W 2/24	<p>Due on Canvas by 7:00 a.m.: Reading Response #4</p> <p>Discuss: "Description" 151-169</p> <p>Discuss: Berne's "Ground Zero" 182-184</p> <p>Writing Activity #6</p>
5	M 2/29	<p>Discuss: Editing and Proofreading 81-93</p> <p>Writing Activity #7</p>
5	W 3/2	<p>Final Draft due to Canvas: Personal Narrative Essay</p> <p>Writing Activity #8</p>
6	M 3/7	<p>Discuss: Understanding Thesis and Support 43-47</p> <p>Writing Activity #9</p>
6	W 3/9	<p>Due on Canvas by 7:00 a.m.: Reading Response #5</p> <p>Discuss: Exemplification 211-218</p> <p>Discuss: Staples' "Just Walk on By" 240-243</p> <p>Writing Activity #10</p>
7	M 3/14	<p>In-class Essay (Exemplification)</p>
7	W 3/16	<p>Due on Canvas by 7:00 a.m.: Reading Response #6</p> <p>Discuss: "Definition" 489-501</p> <p>Discuss: Daum's "Fameiness" 511-513</p> <p>Discuss: Rosenwald Smith's "The Wife-Beater" 516-517</p> <p>Writing Activity #11</p>
8	M 3/21	<p>In-class Essay (Definition)</p>
8	W 3/23	<p>Due on Canvas by 7:00 a.m.: Reading Response #7</p> <p>Discuss: Comparison and Contrast 371-390</p> <p>Discuss: Rubin's "Environmentalism as Religion" 399-401</p> <p>Writing Activity #12</p>
SPRING BREAK		
9	M 4/4	<p>Due on Canvas by 7:00 a.m.: Reading Response #8</p> <p>Discuss: Chua's "Why Chinese Mothers Are Superior" 410-414</p> <p>Discuss: Tannen's "Sex, Lies, and Conversation" 423-427</p> <p>Writing Activity #13</p>
9	W 4/6	<p>Thesis Workshop</p>

10	M 4/11	Rough Draft due to Canvas: Compare & Contrast Essay Writing Activity #14: Writing Workshop (bring 1 printed copy of your essay to class)
10	W 4/13	Due on Canvas by 7:00 a.m.: Reading Response #9 Discuss: "Argumentation" 533-550 Discuss: King's "Letter from Birmingham Jail" 566-578 Writing Activity #15
11	M 4/18	Final Draft due to Canvas: Compare and Contrast Essay Writing Activity #16 (Assessment) Grammar Slammer
11	W 4/20	Due on Canvas by 7:00 a.m.: Reading Response #10 Discuss: "The Meat Market" 607-611 "The Case for Mandatory Organ Donation" 614-617 "Yes, Let's Pay for Organs" 620-622 "The Surgery Was Simple; the Process Is Another Story" 625-627 Writing Activity #17
12	M 4/25	Due on Canvas by 7:00 a.m.: Reading Response #11 Discuss: Chua's "Why Chinese Mothers Are Superior" 410-414 Writing Activity #18
12	W 4/27	Thesis Workshop
13	M 5/2	Organize for In-class Debate
13	W 5/4	In-class Debate
14	M 5/9	Rough Draft due to Canvas: Argumentative Essay Writing Activity #19: Writing Workshop (bring 3 copies of your Rough Draft to class)

14	W 5/11	<p>Due on Canvas by 7:00 a.m.: Reading Response #12</p> <p>Discuss: Finding and Evaluating Sources 705-710</p> <p>Discuss: Documenting Sources: MLA 723-742</p> <p>Discuss: Integrating Sources and Avoiding Plagiarism 711-721</p> <p>Writing Activity #20</p>
15	M 5/16	<p>Final Draft due to Canvas: Argumentative Essay</p> <p>Writing Activity #21</p>
Final	Th 5/19 2:45-5:00	Argumentative Presentations