

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Sec 01, Sec 03, Sec 07 fall / 2017

Course and Contact Information

| | |
|----------------------------------|---|
| Instructor: | Professor Craig Lore |
| Office Location: | Faculty Offices Building (FOB) 221 |
| Telephone: | 408 924-4505 |
| Email: | craig.lore@sjsu.edu |
| Office Hours: | M/W 10:30-11:45 and by arrangement |
| Class Days/Time: | Sec 01, M/W 7:30-8:45; Sec 03, M/W 9:00-10:15; Sec 07, M/W 12:00-1:15 |
| Classroom: | Sec 01, BBC 205; Sec 03, BBC 122; Sec 07, BBC 221 |
| Prerequisites: | Reflection on College Writing |
| GE/SJSU Studies Category: | GE Area A2 Written Communication I |

Course Management 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 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

1. read actively and rhetorically;
2. 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. integrate your 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 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.

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: In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Multimodal: A multimodal assignment will require a combination of several different modes of communication that can include any or all of the following: text, audio, video, performance. The multimodal assignment will be presented to the entire class.

Homework: Homework is essential and not optional. Written homework will be kept to a minimum to enhance and reinforce in-class instruction; therefore, the value of each assignment has a greater impact. There is no extra credit.

Assignment Word Count and Learning Goals

| Assignment | Word Count | GELO |
|---|------------|---------------|
| Diagnostic Essay | (~ 600) | NA |
| In-Class Essay #1 | ~ 600 | 1, 3, 5 |
| Autobiography Out-of-class Essay | 1000 | 1, 2, 3, 4, 5 |
| Observation/Reflection Out-of-Class Essay | 1200 | 1, 2, 3, 4, 5 |
| Critical Analysis Out-of-Class Essay | 1500 | 1, 2, 3, 4, 5 |
| Final—Multi-Modal | ~ 600 | 3, 5 |
| Reflections on Essays 4@ 300 | 1200 | 4 |
| Misc. Writing—Homework, In-class | ~ 1500 | 1, 2, 3, 4, 5 |

Required Texts

Textbook

Reading Critically, Writing Well, 11th Edition. Axelrod, Cooper, and Warriner. ISBN: 978-1-319-06229-3
Understanding Rhetoric: a Graphic Guide to Writing, 2nd Edition. Losh, Alexander, Cannon, Cannon. ISBN: 978-1-319-06260-6

Other Readings

Miscellaneous readings filed on Canvas and referenced as necessary

Other technology requirements / equipment / material

Field Trip (Individual) to San Jose Museum of Art between August 25 and September 20. Fee, with College ID, \$6.

Grading Policy

Major Essays will receive a traditional A-F grade using the 100-point model listed in the table below.

Logical Consequences: Late essays will receive a zero until they are returned with a 30% extension of the word count that consists of a separate, typed analysis of your paper on word use, sentence choices, paragraph construction, and overall organization. There will not be any additional penalty unless the extension is incomplete or insincere or never turned in. In which case the paper will receive a zero. The extension will not add additional points to the assignment.

Misc. Writing—homework, in-class assignments, informal papers as noted—will be graded on a points basis that varies per assignment and will be listed with that assignment. Components of Major Essays—drafts, outlines, etc. are considered Homework. Grades will consist of A—100%; B—80%; and NY (Not Yet). NY is determined by the instructor and will be awarded for assignments that are late, incomplete, or insincere.

Logical Consequences: Not Yet papers will receive a Zero until the assignment has been returned with a typed 30% extension of the assignment that explains the value of that assignment, includes additional examples/content, or otherwise demonstrates a more complete understanding of the topic. These assignments will not receive any additional penalty unless the extension is not included or it, itself is NY, wherein the zero grade will stand. The extension will not add additional points to the assignment.

Assignments, quizzes completed during class cannot be made up.

Logical consequences: if you are not present for an event, you cannot benefit from it and will receive a zero.

“To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.”

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into five major areas: (1) content (this includes maturity and sophistication of thought), (2) organization, (3) expression, (4) mechanics (margins, spacing, indent, etc.), and (5) punctuation and grammar.

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.

Grades Determined by:

| | |
|-----------------------------------|-------------|
| Diagnostic Essay | NA |
| In-class essays 2 @ 5% each | 20% |
| Autobiography Essay | 15% |
| Reflection Essay | 15% |
| Proposal to Solve a Problem Essay | 20% |
| Final—Multi-Modal | 20% |
| Misc. Writing—homework, in-class | 10% |
| Total | 100% |

Grade and Paper-Grade Percentages:

| | | | |
|----|--------|----|-------|
| A+ | 100-98 | C+ | 79-77 |
| A | 97-93 | C | 76-73 |
| A- | 92-90 | C- | 72-70 |
| B+ | 89-87 | D | 69-63 |
| B | 86-83 | F | ≤ 62 |
| B- | 82-80 | | |

Classroom Protocol

A classroom is a real-time extension or reflection of the Real World. In the Real World certain behaviors that cause a disturbance, harm others, or causes damage to people or property— can result in **Logical Consequences** such as a loss of pay, demotion, required overtime, being fired, or a loss of liberty.

Student Handbook:

1. Bring to class a paper notebook and pens for taking notes.

2. Remove from your desk and turn off cell phones at the beginning of every class.
 - a. Do not access your phone /computer during class or allow it to make its presence known—except (b)
 - b. During certain class activities you may be given permission to use these devices.
3. Bring appropriate texts and other required materials for that day’s lesson.
4. Be in your seat when class begins.
5. Remain in your seat for the duration of the class.
6. Come to class prepared for that day’s session having read the required material and having completed any assignments issued for that day.

Logical Consequences: Since a failure to comply with the **Student Handbook** causes a disturbance in the force and a loss of balance in the universe, additional energy must be added to the matrix to restore that balance. A breakdown in any category requires:

- Overtime: A typed one **full-page** summary (MLA format) of the class on the day of violation, delivered in class, in person at the next class session (take notes in class to write the summary).
 - Failure to meet the overtime results in a Loss of Pay (zeroes) for homework on both days.

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: <http://www.sjsu.edu/gup/syllabusinfo/index.html>

Additional policies with which you need to be familiar and for which you are responsible can be found on the Frosh English webpage: http://www.sjsu.edu/english/frosh/program_policies/index.html

English 1A Sections 01, 03, 07, fall, 2017 Course Schedule

I reserve the right to revise these assignments for content and due dates during the semester. Adequate notice will be provided via email and Canvas notifications.

RCWW: Reading Critically, Writing Well

UR: Understanding Rhetoric

CNVS: Found on Canvas

WD: Found on Canvas

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-------------|--|
| 1 | N/A | |
| 1 | Wed, Aug 23 | First Day—Introductions, etc. |
| 2 | Mon, Aug 28 | Learning Goals |
| 2 | Wed, Aug 30 | Diagnostic |
| 3 | Mon, Sep 4 | Labor Day—No Class |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-------------|--|
| 3 | Wed, Sep 6 | Read <i>RCWW</i> pages 1-33, 71-97, 152-3 Read <i>UR</i> pages 72-97 |
| 4 | Mon, Sep 11 | Read <i>RCWW</i> Autobiography pages “An American Childhood” 47-56 Read <i>UR</i> Issue #1 |
| 4 | Wed, Sep 13 | Read <i>RCWW</i> pages “In Too Deep” pages 61-64 Read <i>UR</i> pages 98- 117 Note: Thursday, September 17 San Jose Museum open to 8PM |
| 5 | Mon, Sep 18 | Read <i>RCWW</i> “Me Talk Pretty One Day,” pages 57-60 Read <i>UR</i> Introduction pages 1-35 |
| 5 | Wed, Sep 20 | Read <i>RCWW</i> “Rick” pages 74- 78, and 79-87 Read <i>UR</i> pages 120-140 Due: Outline/Abstract Autobiography Essay |
| 6 | Mon, Sep 25 | Read Observation, “Soup” pages 88-96 Read <i>UR</i> pages 194-208 Due: 1 st Draft Autobiography Essay |
| 6 | Wed, Sep 27 | Read <i>RCWW</i> “The Last Stop” pages 122-128 Read <i>UR</i> pages 209-217 Due: Friday, Sep 29 Final Draft Autobiography Essay/Canvas/by 11:59 PM |
| 7 | Mon, Oct 2 | Read <i>RCWW</i> “A Gringo in the Lettuce Fields” pages 109-114 and 129-140 Read <i>UR</i> pages 141-151 |
| 7 | Wed, Oct 4 | In-Class Essay--Observation |
| 8 | Mon, Oct 9 | Read <i>RCWW</i> Reflection, “Black Men and Public Space” pages 141-150 |
| 8 | Wed, Oct 11 | Read <i>RCWW</i> “Stability in Motion” pages 154-159, and “The Pain of the Watermelon Joke” pages 160-164 |
| 9 | Mon, Oct 16 | In-Class Essay Reflection |
| 9 | Wed, Oct 18 | Read <i>RCWW</i> “Leave Your Name at the Border” pages 165-9 and 175-82 Due: Outline/Abstract Obs/Reflec Essay |
| 10 | Mon, Oct 23 | Read <i>UR</i> pages 194-215 Due: 1 st Draft Observation/Reflection Essay |
| 10 | Wed, Oct 25 | Read <i>RCWW</i> Critical Analysis “Shyness” pages 183-93 Read <i>UR</i> 220-235 Due: Friday, October 27 Final Draft Obs/Reflec Essay, Canvas @11:59 PM |
| 11 | Mon, Oct 30 | Read <i>RCWW</i> Critical Analysis “Do You Suffer from Decision Fatigue?” pages 194-98 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------------|--|
| | | Read <i>UR</i> 235-257 Poetry Discussion |
| 11 | Wed, Nov 1 | Read <i>RCWW</i> Critical Analysis “The Myth of Multitasking” 266-273 Read <i>UR</i> 154-171 Poetry Discussion Due: Friday, Nov 3 Found Poetry, Canvas by 11:59 PM |
| 12 | Mon, Nov 6 | Read <i>RCWW</i> Critical Analysis “In the Name of Love” pages 326-333 Read <i>UR</i> 172-191 |
| 12 | Wed, Nov 8 | Read <i>RCWW</i> Critical Analysis “The Telescope Effect” pages 369-75 Due: Outline/Abstract Critical Analysis Essay |
| 13 | Mon, Nov 13 | Read <i>RCWW</i> Critical Analysis “Fighting Bullies with Babies” 413-23 Due: 1 st Draft Critical Analysis Essay |
| 13 | Wed, Nov 15 | Visual Analysis Read <i>UR</i> 172-191 Due: Friday, Nov 17 Final Draft Critical Analysis Essay |
| 14 | Mon, Nov 20 | Multi-Modality |
| 14 | Wed, Nov 22 | Day Before Thanksgiving—No Class |
| 14 | Thu, Nov 23 | Thanksgiving—No Class |
| 14 | Fri, Nov 24 | Day After Thanksgiving—No Class |
| 15 | Mon, Nov 27 | Read <i>WD</i> Ch.1 file on Canvas |
| 15 | Wed, Nov 29 | Read <i>WD</i> Ch. 2, 20-39 file on Canvas Mock-Up |
| 16 | Mon, Dec 4 | Read <i>WD</i> Ch. 6 file on Canvas Abstract |
| 16 | Wed, Dec 6 | Read <i>WD</i> Ch. 7 93-105 file on Canvas |
| 17 | Mon, Dec 11 | Read <i>WD</i> 106-118 file on Canvas |
| Final Exams | Regular classroom | Section 01 Thursday, Dec 14, 7:15- 9:30 Section 03 Monday, Dec 18, 7:15-9:30 Section 07 Tuesday, Dec 19, 9:45-12:00 |