

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 25, Fall 2017

Contact Information

Instructor:	Megan Alfaro
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Office Hours:	Monday and Wednesday, 3:00-4:00
Class Days/Time:	Monday and Wednesday, 1:30-2:45pm
Classroom:	Boccardo Business Center, Room 122
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 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. This section will focus on current events and social issues by examining academic texts, political speeches, informal digital interactions, visual art, short films, and various essays. Be prepared to discuss race relations, gender, politics, sexuality, and visions of the future with tact, respect, and maturity.

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.

Required Texts

In lieu of assigning a textbook for this course, I have decided to rely heavily on the website associated with Norton's Field Guide to Writing. Readings will be assigned from their site, located at the following link:

<http://www.wwnorton.com/college/english/write/fieldguide/index.asp>.

Additional readings are located on Canvas, or will be distributed via email announcement by the instructor.

ENGL 1A Course Requirements and Assignments

Time Management: 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. 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, ethnicities, cultural heritages, and 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.

In-class writing is valued and students should be able to perform well in timed writing situations. For this reason, two essays will be written in class. In addition to the two in-class essays, there will be four formal essays. The formal essays will be written outside of class and go through the revision process before being finalized. All formal, out-of-class essays must be turned in via Canvas.

The format for all essays is as follows:

1. Out-of-class essays and in-class essays that are typed must be typed in a 12 point, serif font such as Times New Roman.
2. Handwritten essays must be written in blue or black ink, and the writing must be legible. Additionally, handwritten essays must be written in an exam book. Exam books are available for purchase in the campus bookstore located in the Student Union Building.
3. All essays must be double-spaced.
4. All essays must adhere to MLA format.

In addition to the essays, there is also an online discussion element to this course. Students are required to make two semi-formal discussion posts on Canvas during the semester, and must comment on other students' discussion posts at least eight times over the course of the semester. A sign up sheet will be provided on the first day of class for students to choose which topics they would like to post about (posting dates and topics are pre-determined).

Reading: Articles, essays, online discussion posts, and excerpts from longer works will be given as reading assignments during the semester, along with a few short films and videos. These assignments will serve as the foundation for class discussion and aid in the development of writing topics.

Final Portfolio: As a final experience for this course, students will prepare an online Portfolio containing evidence proving their awareness and fulfillment of the Course Learning Outcomes.

Assignment Word Count and Learning Goals

<u>Assignment</u>	<u>Word Count</u>	<u>CLO</u>
Narrative Essay	1250	1-3, 5
Persuasive/Argumentative Essay	1250	1-5
Multi-Modal Essay	1250	1-5
Reflection Paper	500	1-5
In-Class Essay: Expository	750	1-5
In-Class Essay: Visual Rhetoric	750	1-5
Online Discussion Posts/Replies	1800	1-5
In-Class Exercises	1000	1-5
Peer Review Revision Exercises	250	1-5

Grading Policy

Requirements for each assignment 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.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" range 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" range 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" range 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" range 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.

Extra Credit:

Extra credit may be offered at various points throughout the semester at the instructor's discretion, but no student should rely on extra credit or assume it will be offered.

Late Work:

Late work will be accepted up to three days after the due date, with one letter grade being deducted per day. This means that work turned in the day after the due date will only be eligible to receive a B+ or lower, work turned in two days after the due date will only be eligible to receive a C+ or lower, and so on. No work will be accepted more than three days after the due date. Please keep this in mind when budgeting time to work on your assignments.

Extenuating Circumstances:

Life happens. If you are unable to turn in your work by the due date AND YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS PRIOR TO THE DUE DATE, it is *possible* that the penalty for turning in late assignments will be waived or modified. Please note that this is in no way a guarantee, and you should not assume the instructor will be lenient. Misuse of this policy by any one student will result in having this option removed for all students.

How Scores Are Weighted:

Assignments:	Percentage of Total Score	Point Value
Discussion Posts	7% each	70 points each (140 total)
Discussion Commentary	8% total	10 points each (80 total)
Narrative Essay (including pre-writing materials)	12%	120 points
Persuasive/Argumentative Essay (including pre-writing materials)	12%	120 points
In-Class Essay: Expository	10%	100 points
In-Class Essay: Visual Rhetoric	10%	100 points
Multi-Modal Essay	12%	120 points
Multi-Modal Presentation Components	10%	100 points
Reflection Paper (including pre-writing materials) and Final Portfolio	12%	120 points
Total	100%	1000 points

Please Note:

According to University standards, **students MUST receive a C- or higher in order to pass this course.** If a student scores lower than a C-, they MUST repeat this course.

Classroom Protocol

Participation, Tardiness and Attendance:

All students are expected to engage in classroom discussion and peer review. To fully participate in class, all students must arrive on time and ready to get started. If a student has missed more than 3 days of class, it could have an impact on their grade for the course, as they will be missing in-class assignments that cannot be made up. If a student is going to miss class or arrive more than a few minutes late, a courtesy email to the instructor would be appreciated.

Classroom Behavior:

This course will cover topics that are contentious and potentially upsetting to some students. It is important to remain respectful of all classmates and the instructor during class discussion and in all assignments. If you have a question at any time about what is appropriate, please contact the instructor for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful or combative are not allowed.

Academic Integrity:

Cheating and plagiarism are not allowed under any circumstance. This policy is outlined in more detail on the university website.

Devices:

Use of any device (including cell phones, smart phones, laptops, tablets, magic future watches, or sonic screwdrivers), is only allowed on specific class dates and/or during specific class times. All devices must be set to silent by the start of class. If your device makes noise during class, everyone else will stop what they are doing and stare at you until you silence it. It will be awkward. You have been warned.

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>.

Additionally, policies pertaining specifically to Frosh English students can be found at the following link: http://www.sjsu.edu/english/frosh/program_policies/index.html.

English 1A, Section 25, Fall 2017 Course Schedule

Please note that this schedule is subject to change with fair notice. Changes to the schedule will be announced in class and via Canvas Announcement.

Date	Readings	Topics, Assignments, Deadlines
Aug 23		Student Introductions and Introduction to English 1A
Aug 28	Norton - Everything under the “Processes” tab, the “Narrating” section under the “Strategies” tab; and everything under the “Rhetorical Situations” tab	Discussion: The Writing Process, Audience, Context, Modes of Discourse Essay 1 Assigned: Personal Narrative
Aug 30	On Canvas: Du Bois’ “My Spiritual Strivings;” Solnit’s “Men Explain Things to Me;” and Stephenson’s “Turn On, Tune In, Veg Out”	Discussion: Using personal narrative; organization; style
Sept 4	NO CLASSES – LABOR DAY – CAMPUS CLOSED	
Sept 6	Norton - Under the “Strategies” tab, read the sections on “Beginning and Ending” On Canvas - Transition Handout; “My President Was Black”	Transitions and paragraph construction; style cont.
Sept 11		Peer Review DUE TODAY: Rough Draft of Personal Narrative Essay (Upload to Canvas prior to start of class & bring 2 hard copies to class)
Sept 13	Norton - The “Analyzing a Text” section under the “Genres” tab; the “Analyzing Causes and Effects,” “Arguing,” “Classifying and Dividing,” “Comparing and Contrasting,” “Defining,” “Reading Strategies” sections under the “Strategies” tab On Canvas - Watch Emma Watson’s speech; Watch Leonardo DiCaprio’s speech; Aziz Ansari’s Introduction to <i>Modern Romance</i> , the Arguments Handout, Kairos Handout	Discussion: How do you appeal to an audience?; Traditional Appeals; Modern appeals

Date	Readings	Topics, Assignments, Deadlines
Sept 18	On Canvas - PDF "Writing in Academic Contexts;" Smith's "Photographing the 'American Negro'"	Discussion: Introduction to Academic Writing and Criticism
Sept 20	Norton - Under the "Genres" tab, read "Arguing a Position," and under the "Strategies" tab, read "Guiding Your Reader"	Continue Discussion of "Photographing the 'American Negro'" DUE TODAY: Final Draft of Personal Narrative Essay (Upload to Canvas prior to start of class.)
Sept 25		IN-CLASS ESSAY TODAY: Expository Essay
Sept 27	Norton - Under the "Processes" tab, read the section on "Writing as Inquiry;" Under the "Genres" tab, read the section on "Abstracts," On Canvas – Viet Thanh Nguyen's Essay and Bio	Discussion: How do you research a topic?; What is an abstract? Crafting an argument; Evidence; Arguing a Position; Choosing a Topic Essay 2 Assigned: Persuasive/Argumentative Essay Homework: Before next class, give me an elevator pitch for your essay topic via email
Oct 2	On Canvas – Discussion Tab for Fake News, "Harvard withdraws 10 acceptances for 'offensive' memes in private group chat"	Discussion: Finding good sources and avoiding "fake news" and propaganda
Oct 4	Norton – The Entire "Research/ Documentation" tab Canvas – "Why modern monsters have become alien to us;" and "My Zombie, Myself: Why Modern Life Feels Rather Undead," Introduction and Conclusion Handout	Discussion: Evidence and oppositional arguments; Thesis Drafting
Oct 9		Peer Review DUE TODAY: Rough Draft of Essay 2 (Upload to Canvas prior to start of class & bring 2 hard copies to class)

Date	Readings	Topics, Assignments, Deadlines
Oct 11	Norton - Under the "Genres" tab, read the section on "Evaluations;" and Watch the short film "Wanderers" http://www.erikwernquist.com/wanderers/film.html	Discussion: Short Film
Oct 16	Watch the short film "Sight" (Trigger Warning for "Sight." Coercion and manipulation in dating situations.) https://vimeo.com/46304267	Discussion: Short Film cont.
Oct 18	On Canvas – Reviews of "Born into Brothels" and "Juno;" View websites for Kehinde Wiley and Sarah Sense	Discussion: Criteria for evaluating texts DUE TODAY: Final Draft of Essay 2 (Upload to Canvas prior to start of class.)
Oct 23		In-Class Essay Today: Visual Rhetoric
Oct 25	Norton – Read the "Mixing Genres" section of the "Genres" tab	Discussion: Mixing Genres; Topic selection and approval Essay 3 Assigned: Multi-Modal Assignment
Oct 30	Norton – Read the "Proposals" section of the "Genres" tab	Topic selection cont. Converting your essay to an oral presentation (or video, etc)
Nov 1	Canvas – Symphony of Science	Thesis construction for Multi-Modal Essay; work on essay during class
Nov 6		Peer Review DUE TODAY: Rough Draft of Essay 3 (Upload to Canvas prior to start of class & bring 2 hard copies to class)
Nov 8	Norton - Under the "Genres" tab, read the section on "Reflections" On Canvas: "On Leaving Dove Springs: A meditation on neighborhood, fear, family, and change" by Sam Anderson-Ramos	What is a reflection and what is it good for? Essay 4 Assigned: Reflection Paper

Date	Readings	Topics, Assignments, Deadlines
Nov 13	Canvas – Chimamanda Adichie’s “The Danger of a Single Story”	Thesis construction in the Reflection Paper
Nov 15	Canvas – Joe Kowan’s “How I Beat Stage Fright”	Reflection Paper Organization
Nov 20	RESEARCH DAY	
Nov 22	NO CLASS – NON-INSTRUCTIONAL DAY – CAMPUS OPEN	
Nov 27		Peer Review DUE TODAY: Rough Draft of the Reflection Paper
Nov 29		Begin Presentations of Multi-Modal Projects DUE TODAY: Final Draft of Multi-Modal Essay and Presentation Components (Upload to Canvas prior to start of class.)
Dec 4		Presentations
Dec 6		Presentations
Dec 11		Presentations DUE TODAY: Final Draft of Reflection Paper and Portfolio
Dec 18 12:15p.m. – 2:30p.m.	Reflecting on the Semester	