

Santa José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 32, Fall 2017

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Office Hours	MW 10:45-11:45am and by appointment
Class Days/Time	MW 9-10:15am
Classroom	Boccardo Business Center 124
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.

English 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.

English 1A GE 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, composing, revising, and editing) and demonstrate 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.

English 1A Course Content

Diversity

SJSU studies include an emphasis on diversity. You will engage 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 socioeconomic classes.

Writing

Writing assignments give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 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, ENGL1A classes require multiple out-of-class essays. Essays must be in 12-point Times New Roman font, double spaced, and in MLA format.

Reading

There will be a substantial amount of reading for this class, some of which will come from assigned texts (below) and some of which will be from sources you locate.

Final Portfolio

At the end of the semester, you are required to turn in a portfolio that consists of selected examples of writing you produced for our class, including drafts. Detailed instructions will be posted on Canvas, and we will discuss this project throughout the semester.

English 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. This means you should expect to invest no fewer than nine hours per week in your English 1A studies. Learn more about student workload in University Policy S12-3; see <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Details will be distributed and/or posted to Canvas for each assignment, which are listed below.

- 1 in-class diagnostic essay
- 1 in-class midterm essay
- 4 reflections on required reading
- 3 formal essays (narrative, argumentative, analytical)
- 4 in-class journal responses to prompt
- 1 presentation
- 1 final portfolio

Assignment Word Count and Learning Goals

Assignment	Total Words	Total Points	%Grade	GELO
in-class diagnostic essay	500	0	0	
in-class midterm essay	500	100	10	1, 2, 3, 5
reading response (4)	2,000	200	20	1, 2, 3, 4, 5
formal essay (3)	3,600	450	45	1, 2, 3, 4, 5
portfolio reflection	1,000	100	10	1, 2, 4, 5
journal	400	50	5	2, 3
presentation	na	50	5	1, 2, 3, 4, 5
participation	na	50	5	1, 2, 3, 4

Required Texts

- *Course Reader for English 1A Section 32*, available through Maple Press, 330 S. 10th St. #200, San José, CA 95112 (408) 297-1000. **Note:** This vendor accepts **cash only**.
- *Everyday Writing*, by Andrea Lunsford, accessible via Writer's Help link on Canvas
- *On Writing Well: The Classic Guide to Writing Nonfiction*, by William Zinsser, available at Spartan Bookstore and elsewhere. **Note:** Campus bookstore has 30th anniversary edition, but you may use any of the many earlier editions.
- Any college-level dictionary, which you will need in class.

Other Readings

Select newspaper opinion pages as assigned, independently selected library materials

Grading Policy

To receive full credit, **reading responses, essays, and portfolio reflection must be both posted to Canvas AND printed and submitted on time—at the start of class—on the due date.** If you arrive more than 20 minutes late to class on the day an assignment is due, your work will be graded down a half letter grade. Similarly, if you miss a mandatory workshop day or fail to deliver a draft to workshop, your work will be graded down a half letter grade. **Any unexcused late work will be graded down a full letter grade for every day it is late.** If you cannot make a deadline, you must contact me BEFORE THE DEADLINE.

Note: Students must receive a C- grade or higher to pass the class. If you are an UGRM in English, you must earn a D- or higher in English 1A to clear remediation.

Requirements for particular assignments vary, but in all cases essay grades reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and

sophistication of thought), organization, and expression. Below are 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.

Total point value for the course is 1,000. Course grades are calculated using the following scale:

94% - 100% = A	84% - 86% = B	74% - 76% = C	64% - 66% = D
90% - 93% = A-	80% - 83% = B-	70% - 73% = C-	60% - 63% = D-
87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	0% - 59% = F

Classroom Protocol

In English 1A, much of the learning happens in class. Therefore, it is imperative that you attend class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you’ve completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments. Electronic resources such as laptops, tablets, and smartphones may be used during class ONLY to compose assignments, access course materials on Canvas, refer to a dictionary or thesaurus, or to capture images of curriculum on white board. Ringers, buzzers, bells, and whistles must be OFF during class.

University Policies

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be referenced at

<http://www.sjsu.edu/gup/syllabusinfo/index.html>. You are also advised to visit the Frosh English webpage at http://www.sjsu.edu/english/frosh/program_policies.

Note: The following schedule is subject to change; any updates will be communicated with fair notice in class and via Canvas.

ENGL 1A: First-Year Writing, Section 32, Fall 2017 Course Schedule

		CR = Course Reader, EW = <i>Everyday Writer</i> , OWW = <i>On Writing Well</i> , OWL= Purdue OWL Note: Assigned readings should be completed BEFORE the corresponding date of each class. For example, read pages 6-16 of <i>On Writing Well</i> before arriving in class 8/28.
Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed. 8/23	Introduction, syllabus overview, Canvas, Writing Center
2	Mon. 8/28	READ: Syllabus, OWW —“Simplicity” and “Clutter” (pp. 6-16) CLASS: Diagnostic essay
2	Wed. 8/30	READ: CR —“Writing with a Difference”; EW —“Expectations for College Writing” and “Rhetorical Situations” CLASS: Types of writing, writing process, rhetorical situation, rules vs. choices
3	Mon. 9/04	No class — <i>Happy Labor Day</i>
3	Wed. 9/06	READ: CR —“Shitty First Drafts,” by Anne Lamott; “A Way of Writing,” by William Stafford; OWL —Thesis statement pages on Purdue OWL CLASS: Journal exercise 1, thesis practice, essay structure
4	Mon. 9/11	DUE: Reading Response 1 READ: CR —“38 Who Saw Murder and Didn’t Call the Police,” by Martin Gansberg; “The Quality of Mercy,” by Rita Williams; OWL —Narrative essay pages on Purdue OWL CLASS: Exploring conventions in narrative, ledes
4	Wed. 9/13	READ: CR —“Using Narration as an Expository Technique”; “Memento Mori” and “In the Waiting Room,” by David Sedaris CLASS: Recognizing techniques and subtexts, styles, conclusions
5	Mon. 9/18	READ: CR —“Do I Look Like Public Enemy Number One?” by Lorraine Ali; “I Want to Be Miss America,” by Julia Alvarez; EW —Reviewing and Revising; OWW —“Audience” (pp. 24-31) CLASS: Development (body paragraphs), peer review
5	Wed. 9/20	DUE: Draft of narrative essay Bring to class three printed copies of your narrative essay draft for workshop.

6	Mon. 9/25	READ: CR —“100% Indian Hair,” by Tanzila Ahmed; “The Eye of the Beholder,” by Grace Suh; OWW —“Bits and Pieces” (pp. 67-80) CLASS: TBD
6	Wed. 9/27	READ: CR —“Keeping Up,” by David Sedaris; OWW —“Bits and Pieces” (pp. 80-91) CLASS: Work on narratives
7	Mon. 10/02	DUE: Final Draft of Narrative Essay CLASS: Principles of argumentation
7	Wed. 10/04	READ: CR —from <i>Writing Arguments</i> (pp. 1-14); “Native American Mascots: Racial Slur or Cherished Tradition?” by Phyllis Raybin Emert; OWL —Argumentative essay pages on Purdue OWL CLASS: Argument in everyday life (Jamie Oliver on TED)
8	Mon. 10/09	DUE: Reading Response 2 READ: OWW—“Unity” (pp.49-53) CLASS: Voice, diction,
8	Wed. 10/11	READ: CR —from <i>Writing Arguments</i> (pp. 14-22 and pp. 49-56) CLASS: Journal exercise 2, argumentation vs. persuasion
9	Mon. 10/16	Midterm
9	Wed. 10/18	READ: CR —from <i>Writing Arguments</i> (pp. 75-86) CLASS: Counterargument and evidence
10	Mon. 10/23	DUE: Reading Response 3 READ: Catch up! CLASS: TBD
10	Wed. 10/25	READ: CR —from <i>Writing Arguments</i> (pp. 109-118 and 129-139) Class: Using the rhetorical triangle (with excerpt from forward (to Arctic National Wildlife Refuge photo book)), by Jimmy Carter and excerpt of MLK speech
11	Mon. 10/30	DUE: Draft of Argumentative Essay Bring to class three printed copies of your narrative essay draft for workshop.
11	Wed. 11/01	READ: CR —“People Like Us,” by David Brooks Class: Work on arguments

12	Mon. 11/06	READ: CR —“On Covers of Many Magazines, Full Racial Palette Is Still Rare,” by David Carr; “Drag Hags,” by Jennie Yabroff; OWL —MLA formatting and Style Guide on Purdue OWL CLASS: Journal exercise 3, documenting sources
12	Wed. 11/08	DUE: Final Draft of Argumentative Essay CLASS: TBD
13	Mon. 11/13	READ: Catch up! CLASS: Types of analysis
13	Wed. 11/15	DUE: Reading Response 4 CLASS: Portfolio
14	Mon. 11/20	READ: CR —“Analytical Writing,” by M. Clay Hooper; OWL —Analytical essay pages on Purdue OWL CLASS: Portfolio, Presentations
14	Wed. 11/22	No class — <i>Happy Thanksgiving</i>
15	Mon. 11/27	READ: CR — “The Insufficiency of Honesty,” by Stephen L. Carter; OWW —“Business Writing: Writing in Your Job” (pp. 165-177) CLASS: Presentations
15	Wed. 11/29	DUE: Draft of Analytical Essay Bring to class three printed copies of your narrative essay draft for workshop.
16	Mon. 12/04	READ: CR —“Caucasian Please! America’s Cultural Double Standard for Misogyny and Racism,” by Edward Rhymes CLASS: Journal exercise 4, Presentations
16	Wed. 12/06	CLASS: Presentations
17	Mon. 12/11	DUE: Final Draft of Analytical Essay
Final	Mon. 12/18	DUE: Final Portfolio
		Congratulations! Season’s Greetings! Enjoy your break!