

San José State University
Department of English & Comparative Literature
Fall 2017
ENGL 1A: First-Year Writing, Sec 36 and 38
MW 12 – 1:15, BBC 124
MW 1:30 – 2:45, BBC 124

Instructor:

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ENGL 1A Course Description

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.

This semester, students will be exploring Silicon Valley. Through reading, writing, reflection and discussion, students will begin to uncover what constitutes Silicon Valley and understand the people, motivation, and scenery that have transformed a once residential area into a technological and educational beacon.

Required Texts

The Circle, Eggers, Dave

The Everyday Writer, Sixth edition with exercises Lunsford, Andrea

Course Reader, Maple Press

Access to a full volume dictionary

ENGL 1A Learning Outcomes (CLO)

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

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
- explain, analyze, develop, and criticize ideas effectively;
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

- demonstrate the ability to read actively and rhetorically;
- demonstrate the ability to 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;
- demonstrate the ability to integrate their 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.

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, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: Reading is an integral part of this course and will prepare students for class discussion. Students will be expected, before class, to have closely read all required material and be ready for exploration and analysis of the texts.

Final Experience: Students will compile a portfolio of work and present the collection to the class.

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>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Out of class essays	2500 - 3000	1 – 5	1 – 9
Revision	3000 - 4000	1 – 5	1 – 9
In-class essay	750	1, 2, 3, 5	3, 6, 9
Quizzes	n/a	1, 3, 4	4, 8, 9
E-mail to prof	250	1,2,3,4,6,9	2, 3, 5
Portfolio reflection	500	1-5	1-9

Grading Policy

Grades will be determined out of a possible 500 points and will be distributed as follows:

Out of class essays # 1 & 4	150 pts
Revisions, essays # 3 & 5	100
In-class essay #2	50
Written participation,i.e reading responses and quizzes.....	50
Multi-modal project.....	75
E-mail to prof.....	25
Portfolio and final experience.....	50

Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf> but students will be required to complete multiple in-class assignments.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are 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.

NOTE: English 1A satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the one semester course with a C- or better. If you are UGRM in English, you must earn a D- or higher in English 1A in order to clear remediation.

Classroom Protocol

I have one rule: be respectful. This means no texting, no on-line shoe shopping, no unnecessary yawning, no snoring or otherwise making random noises. No arriving fifteen minutes late and interrupting the lecture or discussion to fumble to your seat.

Late work: Students must be in attendance to complete in-class assignments. Written assignments cannot be handed in late without prior consent of the instructor; any assignment arriving after the class period has ended is considered late. . . and will not be accepted.

Exception to late work rule: Students may make up missed in-class assignments with prior consent of the instructor. Out-of-class essays, in case of emergency (written and signed proof necessary), may be turned in up to one week late. Such work, however, might not be returned in a timely fashion.

Canvas: Students will be required to check Canvas regularly and to be familiar with ways Canvas will be used in the course.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves 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-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/>.

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.

Course Schedule

1	W 8/23	Class introduction, syllabus, expectations, academic integrity, portfolios
2	M 8/28	What it means to be a writer Introduction to readings Rhetorical triangle, 5 r's E-mails *e-mail to professor assigned (why me, why Silicon Valley)

	W 8/30	Narrative essays "From Jamaica to Minnesota to Myself," CR "Hot or Cold," CR *Essay #1 (narrative essay) assigned
3	M 9/4	LABOR DAY, campus closed
3	W 9/6	Brainstorming Outlining EW, pp. TBD
4	M 9/11	"Silicon Phoenix," CR *quiz
	W 9/13	Workshop Essay #1
5	M 9/18	"The Fish," CR "Find Your Beach," CR *Essay #1 DUE
	W 9/20	Essay #2 in-class (description)
6	M 9/25	Intros and conclusions Strong paragraphs, EW
	W 9/27	Revision, EW Revision plan *Essay #3 assigned
7	M 10/2	<i>The Circle</i> *reader response in-class
	W 10/4	<i>The Circle</i> *quiz
8	M 10/9	<i>The Circle</i> Revision check-in
	W 10/11	<i>The Circle</i> *Essay #3 DUE
9	M 10/16	Multi-modal *multi-modal project assigned

	W 10/18	Visual rhetoric
10	M 10/23	Process analysis "My Grandmother's Dumpling," CR *quiz
	W 10/25	Process analysis (cont) *process analysis for MM in class
11	M 10/30	Giving effective presentations
	W 11/1	Multi-modal check in/workshop
12	M 11/6	Multi-modal projects
	W 11/8	Multi-modal projects
13	M 11/13	Intro to argumentation, EW "Letter from a Birmingham Jail," CR *Essay #4 assigned
	W 11/15	Argumentation (cont) Authority of sources, EW "I'm a Woman in Computer Science," CR
14	M 11/20	Critical thinking, EW
	W 11/22	Workshop Essay #4
15	M 11/27	Individual strategies *Essay #4 DUE
	W 11/29	Individual strategies
16	M 12/4	More on revision *Essay #5 assigned
	W 12/6	Portfolios *Portfolio reminder and in-class work
17	M 12/11	Class review *Essay #5 DUE
	FINAL	Section 36, T 12/19, 9:45 – 12:00 Section 38, M 12/18 12:15 – 2:30

*Note: Assignments, but not due dates, may be subject to change.