

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 48, Fall 2017**

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<b>Office Hours:</b>	TH FOB 216 from 10:30—11:00
<b>Class Days/Time:</b>	TTH 9:00—10:15
<b>Classroom:</b>	BBC 128
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Course Management Page and MYSJSU Messaging** [*Optional*]

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.

**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 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.

Homework is expected from all, yet the points for it do not weigh as heavily as the essay grades, the average of which is most important in determining your final grade. Four “formal” essays totaling 8,000 words (split between formal essays and in-class and homework writings) are required by the State of California, and at least two of those four essays must be in the range of your final grade—i.e. 2As for an A, 2 Bs for a B (you get the idea).

Those who do not do their homework forfeit the benefit of revision and must accept their essay grades as final. Those who do their homework have the option of essay revision, if needed, as long as their work is done in good faith and not done in anticipation of a revision: i.e. “this is just a rough and I’ll get around to improving it later.”

All of the homework—reading or writing—will be in preparation for your essays. No busy work here—just getting you ready to do well on the essays.

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Tobacco Wars and Climate Denial: Synthesis	1, 250	All*
Luntz and those 22 Senators	1, 250	All
Analysis of Heritage (other web sites welcome) denialists’ rhetorical slights of hand	1, 250	All
Critique of Essay on Climate Change	1, 250	All

\* Each assignment really will use all of the GELOs

### **Important Dates:**

Add: Through September 13<sup>th</sup>

Drop w/o record: prior to September 6<sup>th</sup>

### **Required Texts**

#### **Textbook**

Oreskes, Naomi. *Merchants of Doubt*

#### **Other Readings**

There will be a great deal of additional reading provided through Canvas

## **Grading Policy**

4 essays and a portfolio will take up 80% of your grade (16% each, I suppose, but that sounds too technical—just keep in mind the essays carry most of the weight because writing them well and reading well are the “take away” skills from this class)

Homework: 10%

Mid-term and Final: @ 5% each

**ATTENDANCE** Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. If a student has been out of school for one or more days, he should report to his instructors upon his return to inquire about making up the work. Students who know in advance that they will miss one or more classes should inform their instructors about their plans.

The department’s standard grading scheme consists of the following: “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.

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.

## **In Class Expectations:**

Participate, respect each other, no phones, do not bring dogs or geese, be on time, stay till the end, don’t fall asleep. Nag. Nag. Nag.

## **Plagiarism:**

Attempting to pass another's work off as your own will result in an "F" for that assignment; doing it twice will result in an "F" for the course.

**ADA Statement:** If you have a documented disability and require accommodations, please inform me (teacher) at the beginning of the semester or as soon as possible after documentation has been received. Students with documented learning and/or physical disabilities may receive reasonable classroom and/or testing accommodations. Please make these arrangements with the instructor at the beginning of the semester or as soon as possible after documentation has been determined. Last minute requirements may not be determined "reasonable".

**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>.

**English 1A, Section 46. Fall 2017**

*Outline of coursework for Fall 2017---the schedule might change if needed but we'll try and keep to it*

**Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1		
1	8/24	Introduction, Syllabus, discuss the reading circle, homework reading: Introduction and Chapter One of MOD
2	8/29	Warm-up memorizing everyone's names and think/pair/share from readings: what are the main ideas and what lines best illustrate them
2	8/31	Homework reflection on GELOs in response to first week's readings: Homework Reading: Chapter Five of MOD
3	9/5	Review of Chapter Five: think/pair/share main sections, main ideas and take-away quotes: Review of integrating quotes and practice
3	9/7	Read chapter 6 of MOD
4	9/12	Review of Chapter Six: think/pair/share main sections, main ideas and take-away quotes
4	9/14	Continue reviewing introduction, chapters one, five and six: Homework reading: Look for common strategies of denial: Review prompt for essay one due 9/28
5	9/19	Work on structuring an essay, from reading to writing: introduction, body paragraphs, thesis and topics coordination, transitional words: paragraphing exercises
5	9/21	Watch the movie: <i>Merchants of Doubt</i> while I look over rough drafts

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/26	Watch the movie: <i>Merchants of Doubt</i> while I look over rough drafts: Handout the Luntz Memo
6	9/28	Open class—here to help people on essay one, or study on your own if you feel confident: weekend reading, the Luntz Memo
7	10/3	Begin essay two: Review the Luntz memo in the context of youtube shorts of denialists using his talking points:
7	10/5	In class reflection: Before we forget, how do Luntz’s frames echo those used in Chapters from MOD? Homework: search for messages from some of the 22 senators who asked Trump to pull out of the Paris Agreement
8	10/10	Think/pair/share on how denialists frame Global Warming: divide and conquer: create teams to bring in youtube videos of denialists’ arguments
8	10/12	Review denialists’ strategies and prepare for essay two, due 10/19: handouts on active voice, nominalizations, concision and topic strings
9	10/17	Group practice on concision exercises and topic strings
9	10/19	Open class for essay two advice and help: homework reading: Heritage publication denying global warming
10	10/24	Woozel effect with the Heritage article
10	10/26	Granular look at some of their claims and support: this is very sophisticated deception so be patient: break into groups in preparation for essay three
11	10/31	Group presentations on sections of Heritage article
11	11/2	Questions to ask the group at Yale Climate Connections
12	11/7	Beyond Heritage: Woozle around to follow the citations
12	11/9	Essay Three due 11/16. Review prompt and bring in sources for discussion
13	11/14	Watch movie: TBD: while I look over preparation for essay three
13	11/16	Continue watching movie while I look over preparation for essay three
14	11/21	Hand out sample critique folder and essays from which to choose
14	Thanks-giving break	
15	11/28	Begin brainstorming how to develop robust responses for final essay/critique due 12/7
15	11/30	Continue working on developing final essay and review techniques for holding an essay together
16	12/5 and 12/7	Odds and ends, checking revisions, helping get ready essay four, due 12/17
Final Exam	Tuesday, December 19 <sup>th</sup>	Venue and Time Same class: 7:15—9:30

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		Final will be a reflection on GELOs and how you have progressed with them between the beginning of the term and the end as evidenced in your third and fourth essays