

San José State University
Department of English and Comparative Literature
English 1A: First-Year Writing, Section 52, Fall 2017

Course and Contact Information

Instructor:	Jillian Murphy	
Office Location:	Faculty Office Building, room 221	
Telephone:	408.924.5079	
Email:	Jillian.Murphy@sjsu.edu	**please contact me by email**
Office Hours:	MW 2:45-3:45 and by appointment	
Class Days/Time:	MW 1:30pm-2:45pm	
Classroom:	Boccardo Business Center 128	
Prerequisites:	<i>Reflection on College Writing</i>	
GE/SJSU Studies Category:	GE Area A2 Written Communication I	

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course website. You are responsible for regularly checking Canvas and 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 Course: We are always reading and writing. We spend any given day reading articles, emails, and directions, or writing texts, snaps, and tweets. We engage new ideas and evaluate images through television shows, advertisements, Instagram posts and more. Yet when we hear the title “reader” or “writer,” we rarely connect it with these daily acts of literacy.

The goal of this class is to bridge that chasm that seems to separate daily writing from academic writing in our minds. We will consider the ways that our rhetorical situations inform our writing for different tasks, as well as the ways that other writers and public figures craft their writing for their own rhetorical moment and purpose. Finally, we will learn how to adapt our writing for the purposes of academic college writing.

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.

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 Content

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.

This class will also include daily in-class writing tasks that will give you focused practice with the skills or topics most relevant to that day. These informal assignments will contribute to your participation grade and can not be made up if missed.

Reading: ENG 1A is also a reading course. The reading is a crucial component of the writing process: you must read effective writing to become effective writers. Reading for each day must be completed before class. Reading assignments may be added or removed (with notice) based on our needs as a class.

Workshops: Workshops give us a chance to collaborate and share feedback on our writing to grow individually and as a group. Print three copies of your essay draft to each workshop. **If you miss a workshop, your essay will be graded down one letter grade.**

Final Evaluation: Your final assignment will be a writing portfolio with your work from this first semester, to be compiled and turned in on Canvas. There are four elements to the writing portfolio:

1. A brief self-reflection essay
2. A selection of assignments that support the reflections in the essay
3. The critical essay from your Reflection on College Reading and Writing
4. A full final essay

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 cultural backgrounds, socio-economic backgrounds and genders.

Required Texts

You can purchase our textbook through the Spartan Bookstore or stores online such as Amazon. Buy or rent in paperback or digital form, but be prepared to take notes and practice annotation in whichever form you purchase the text.

Textbook

Bullock, Richard. *The Norton Field Guide to Writing with Readings*, 4th Edition. ISBN 9780393264357

Other Readings

Lunsford, Andrea. *Everyday Writer*. (Find your free Digital copy under the “writer’s help” tab on Canvas.)

You will locate and evaluate other readings online as needed for classwork and essays.

Technology Requirements

You will need regular access to a computer or laptop with internet access to complete and turn in writing assignments. For information about rentals, see the “resources” information below.

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.

You will get specific descriptions for the essays throughout the semester as they are assigned, and we will discuss each assignment in class.

Assignment	Word Count	GELO
Daily Responses	1000	1, 3, 4, 5
Letter: Goals for the class	500	3, 5
Report: In the News (Including process materials)	1000	1, 2, 3, 4, 5
Analysis: Advertising (Including process materials)	1500	1, 2, 3, 4, 5
Analysis: Public Figure (Including process materials)	1500	1, 2, 3, 4, 5
Argument: Joining the Conversation (Including process materials)	1500	1, 2, 3, 4, 5
Portfolio Self-Reflection Essay	500	2, 3, 4, 5
Participation	n/a	n/a
Short Responses	500	1, 3, 4, 5

Grading Information

Grading Policy

All work must be submitted on time. If an emergency arises, you must contact me before the deadline to establish a new due date at my discretion. Work turned in after our class period on the date it was due will be graded down half a letter grade. **Unexcused late work will be graded down a full letter grade for every day it is late. Assignments turned in more than a week after the due date will earn a “0.”**

All take-home assignments must be submitted online via Canvas before the start of class. Participation will be scored based on your contributions to the learning we do together as a class each day, including discussions, group work, in-class activities and review workshops.

Assignment	Word Count	Percentage of Course Grade	93% - 100% = A
Letter: Goals for the class	500	3%	90% - 92% = A-
			87% - 89% = B+
Report: In the News (Including process materials)	1000	10%	83% - 86% = B
Analysis: Advertising (Including process materials)	1500	15%	80% - 82% = B-
			77% - 79% = C+
Analysis: Public Figure (Including process materials)	1500	15%	73% - 76% = C
Argument: Joining the Conversation (Including process materials)	1500	17%	70% - 72% = C-
			67% - 69% = D+
Portfolio Self-Reflection Essay	500	20%	63% - 66% = D
Participation (including daily responses)	n/a	15%	60% - 62% = D-
Short Responses	500	5%	0% - 59% = F

Determination of Grades

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. **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.**

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.

Classroom Protocol

As college students, you are responsible for your success in this course. In order to most improve your writing and grade, you should be present for class on-time, attentive to instruction, engaged in discussions and activities, and caught-up with all coursework. Participation is key to our collaborative learning environment, so I expect you to be civil and respectful toward myself and the other students in the class.

We will be writing and reading in every class, so bring the necessary materials to every meeting. Laptops, tablets and smart devices will be encouraged as tools for word-processing and research during in-class activities. Engage with these tools responsibly and appropriately; if they become a distraction or interruption, I reserve the right to suspend their use as necessary.

Please note: sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

Resources

Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126. 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: www.sjsu.edu/writingcenter.

Technology: SJSU offers a variety of options for free access to technology on campus. The IT Service desk lab in CL 102 has over 40 computers with dozens of programs you can use for multimodal or creative assignments. The Library also has computers that you can use for free for word processing and internet access, as well as equipment loans at Student Computing Services on the fourth floor.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at www.sjsu.edu/gup/syllabusinfo/.

English 1A: First-Year Writing, Section 52, Fall 2017 Course Schedule

The focus of our class is your improvement, so I reserve the right to change the schedule with fair notice in order to best fit the needs of the class. Make sure to bring your textbook and all relevant materials to class every day.

Assignments are listed below on their due dates.

Complete all reading and turn in homework on Canvas before the start of class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday August 23	Introduction, syllabus review
2	Monday August 28	Due: Post Reflection on College Writing on Canvas Read: Rhetorical Situations (55-67)
2	Wednesday August 30	Due: Letter: Goals for the Class Read: <i>Multitasking Can Make You Lose . . . Um . . . Focus</i> (Norton 725-729) Assigned: Report: In the News
3	Monday September 4	<i>No Class. Happy Labor Day!</i>
3	Wednesday September 6	Read: <i>Homeless on Campus</i> (710-715) <i>Does Texting Affect Writing?</i> (129-137) Reporting Information (145-152)
4	Monday September 11	Read: Writing in Academic Contexts (3-9) Developing Academic Habits of Mind (45-52)
4	Wednesday September 13	Due: Report: In the News Rough Draft (bring three copies to class) In Class: Peer Review Workshop
5	Monday September 18	Read: Beginning and Ending (331-349) Quoting, Paraphrasing, and Summarizing (478-490)
5	Wednesday September 20	Read: Getting a Response and Revising (306-312) Editing and Proofreading (313-317)

Week	Date	Topics, Readings, Assignments, Deadlines
6	Monday September 25	Due: Report: In the News Final Draft Read: <i>Lost and Found</i> (656-661)
6	Wednesday September 27	Read: <i>The Fashion Industry: Free to Be an Individual</i> (95-104) Analyzing Texts (111-123) Assigned; Analysis: Advertising
7	Monday October 2	Due: Analysis: Advertising Proposal Read: Drafting (298-300) <i>Changing the Face of Poverty</i> (675-684)
7	Wednesday October 4	Read: Guiding Your Reader (344-349) <i>Our Declaration</i> (99-105)
8	Monday October 9	Due: Analysis: Advertising Rough Draft (bring three copies to class) In Class: Peer Review Workshop
8	Wednesday October 11	Read: Assessing your own writing (301-305) Editing and Proofreading (313-317)
9	Monday October 16	Due: Analysis: Advertising Final Draft
9	Wednesday October 18	Due: Short Response #2 Read: Us and Them (849-856) Assigned: Analysis: Public Figure
10	Monday October 23	Due: Analysis: Public Figure Proposal Read: Synthesizing Ideas (473-477) Evaluating sources (469-472)
10	Wednesday October 25	Read: #11187-424 (866-875)
11	Monday October 30	Due: Analysis: Public Figure Rough Draft (bring three copies to class) In Class: Peer Review Workshop
11	Wednesday November 1	Read: <i>How Lil Wayne Helped Me Survive My First Year Teaching</i> (965-975) <i>Fun Home</i> (990-1002)

Week	Date	Topics, Readings, Assignments, Deadlines
12	Monday November 6	Due: Analysis: Public Figure Final Draft
12	Wednesday November 8	Read: Arguing (355-373) <i>Should Gamers be Prosecuted for Virtual Stealing?</i> (731- 733) Assigned: Argument: Joining the Conversation
13	Monday November 13	Due: Argument: Joining the Conversation Proposal Read: Arguing a Position (169-182) <i>Anti Intellectualism: Why We Hate the Smart Kids</i> (159-162)
13	Wednesday November 15	Read: <i>Our Fear of Immigrants</i> (751-757) <i>Organ Sales Will Save Lives</i> (156-160)
14	Monday November 20	Due: Argument: Joining the Conversation Rough Draft (bring three copies to class) In Class: Peer Review Workshop
14	Wednesday November 22	<i>No Class: Non-instructional Day. Happy Thanksgiving!</i>
15	Monday November 27	In Class: Conferences
15	Wednesday November 29	In Class: Conferences
16	Monday December 4	Due: Argument: Joining the Conversation Final Draft Assigned: Portfolio and Reflection Essay
16	Wednesday December 6	Due: Short Response #2 Read: Reflections (245-252) Compiling a Portfolio (318-327)
17	Monday December 11	Preparing portfolios
Final Exam	Monday December 18	Portfolio and Self-Reflection Essay Due on Canvas