

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Sections 59 and 60, Fall 2017

Course and Contact Information

Instructor:	Professor Williams
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Office Hours:	MW 10:30-11:30
Class Days/Time:	MW 12:00-13:15 and 13:30-14:45
Classroom:	Boccardo Business Center 123
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 frequently 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

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 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.

English 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in 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 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.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Formal Writing Assignments: Students will write four formal essays: see the table below for types of essays, word count requirements, and how each essay aligns with the GE A2 Learning Objectives. The out-of-class essays will go through at least one revision before receiving a grade.

In-class essays must be written in class, on the day they are assigned. In-class essays may not be made up without at least one week's prior notice of the student's inability to attend class that day. Any request for a make-up is at the instructor's discretion. Requests must be made in writing at least one week in advance.

Out-of-class essays must be turned in on time and meet all requirements to receive full credit, including the following items:

- Out-of-class essays will be turned in on paper (hard copy) and uploaded to Canvas and routed through turnitin.com via Canvas.
- Late hard-copy essays will lose 10 points (10%), until the next class meeting. After the next class meeting, essay grade will automatically be F.
- Uploading essays late will result in up to a 10-point deduction (10%) in the essay grade, until the next class meeting. After the next class meeting, essay grade will automatically be F.
- All first drafts of essays for peer-review or instructor review must be uploaded to Canvas on time (48 hours prior to the in-class workshop for peer review or by the due date for a first draft for instructor review [see specific assignments for details]). Uploading essays for peer review or instructor review late or in the wrong place in Canvas will result in up to a 10-point (10%) deduction in the essay grade.
- All peer-edited essays and first drafts must be turned in with the final draft. Failure to turn them in will result in a 10-point (10%) deduction in the essay grade.
- All pages of each essay must be stapled. Unstapled essays will NOT be accepted.
- All out-of-class essays will follow MLA guidelines for formatting and citations, which are included in *The Curious Writer*, *The Everyday Writer* (available through Canvas), and at OWL online. (Find OWL's MLA resource here: <https://owl.english.purdue.edu/owl/resource/747/01/>). Failure to follow MLA guidelines will result in point deductions on the essay grade.
- Read and closely follow all instructions for out-of-class essay assignments, which will be distributed via Canvas and discussed in class.

Reading: In addition to being writing intensive, ENGL 1A is also a reading course. You will read a variety of rhetorical and professional works on considered topics. All readings will include useful models of writing for academic, general, and specific audiences.

Bring your books or printed copies of the readings to class on the day they are assigned, having read them BEFORE class meets. You may not use eReaders in class unless you have an exception from the AEC.

Workshops: Workshops are mandatory and cannot be made up. They are also worth double participation points, which shows how valuable they are. Workshops are a crucial part of the writing process wherein you give and receive valuable feedback on your essays in progress. My workshop process may be different from what you've experienced before, and I always receive feedback from my students that they are extraordinarily helpful. They encourage lateral learning, something students appreciate, and it's always good to get feedback from several people on our writing. If you miss a workshop, your essay grade will be graded down one full letter grade.

Short Writing Tasks (SWTs)/Homework: Students will write several short assignments meant to strengthen skills, practice all steps in the writing process, and form the bases for formal writing assignments and projects. Some class activities will include short writing tasks, and other homework may be assigned throughout the semester, with fair notice, communicated in class and/or in Canvas. Examples of SWTs are reader responses, editing exercises, fast writes and other brainstorming activities, developing thesis statements, etc.

- Homework assignments will be graded on a point basis, varying by activity, but typically between 5-20 points each.
- These assignments will total about 1000 words over the course of the semester.
- In order to earn credit for SWTs and other homework, you must turn them in on time and must attend class the day they are due.

Participation: Students must participate in all class activities to earn full credit for participation. While SJSU does NOT use attendance as part of the course grade, many courses include participation. **Remember, the participation portion of your grade is NOT in Canvas, due to technical limitations.**

- To earn full credit, be on time and stay the entire time.
- Engage all activities with enthusiasm and respect for others and our work.
- Prepare for each class by doing the assigned readings and any homework before we meet in class and have all required materials with you.
- Contribute to class discussions, actively listen to your peers, and take notes as necessary. I keep notes on your participation every day and am looking for behavior and engagement that shows maturity, curiosity, and active engagement.
- Class participation may NOT be made up, and using electronic devices without prior permission or without an exception from the AEC will earn you zero points for that day.

Final Exam/Multimodal Assignment: As part of your final experience in the course, you will create a multimodal assignment to present to the class on the date of the final. Projects will be related to the self-reflection of your progress as a writer, but will be combined with others for a group project and presentation.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Diagnostic Essay, in-class	~500	1, 2, 5
Multimodal Assignment/Presentation	~750 x2	1-5
Self-Reflection Essay/Portfolio, out-of-class, first and final drafts	500-600 x2	1-3, 5
Visual Text(s) Analysis, out-of-class, first and final drafts	1000-1500 x2	1-5
Critical Essay, in-class SWT, out-of-class, first and final	1000-1500 x2	1-5
Short Writing Tasks (SWTs), in and out of class	~1000	1, 3-5

Required Texts

Textbook

The books can be bought at the SJSU bookstore or online from places like Amazon.com. Do NOT wait for our bookstore to offer books. Get the books immediately! You will be required to have non-electronic readings in class, either the hardcopy books, or printed copies of readings for the day.

The Curious Writer, Concise Fifth Edition, Bruce Ballenger, ISBN 13: 978-0-13-412070-6
Monsters: A Bedford Spotlight Reader, Andrew J. Hoffman, ISBN 13: 978-1-4576-9030-3

Other Readings/Sources

Students will be required to view films available for free online that they must access themselves. If students cannot find films, they may borrow the films from me. These films include the following:

Get Out, Directed by Jordan Peele, Performances by Daniel Kaluuya, Allison Williams, and Bradley Whitford, Universal Pictures, 2017.

The Stepford Wives, Directed by Bryan Forbes, Performances by Katharine Ross, Paula Prentiss, and Peter Masterson, Columbia Pictures, 1975.

The Stepford Wives, Directed by Frank Oz, Performances by Nicole Kidman, Matthew Broderick, and Bette Midler, Paramount, 2004.

Other technology requirements / equipment / material

You must have access to a reliable computer to access course materials online in Canvas and a reliable word processor and printer for all hardcopy assignments. You will be required to print several copies of your and your peers' papers.

Grading Policy

- 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.
- See the table below for how the course grade is determined by assignments.
- There is NO extra credit offered in this course.
- Homework and participation are graded on a point basis, usually from 1-10 points per assignment and class activity. Points are cumulative and will be turned into a letter grade at the end of the semester based on the total number of points earned divided by the total number of points available. Homework and participation may NOT be made up. In order to earn credit for homework/SWTs, you must be in class the day they are due and turn them in on time.

- Participation is part of the overall course grade. See above description for class participation. The class participation part of the course grade will NOT appear in Canvas due to Canvas' limitations. Always feel free to ask me what your current grade is if you are unsure.
- Penalties for late assignments are listed under Formal Written Assignments and listed on the assignments themselves.
- All formal assignments (essays, portfolio, and multimodal assignment) must be completed and turned in in order to pass the course, regardless of the grade earned on the assignment.
- All formal assignments are graded on the traditional A-F scale, including pluses and minuses. The grade scale is in percentages: A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = 0-59.

Assignment	Percentage of Course Grade (out of 100% total)
SWTs/Homework	10
Participation	10
Critical Essay	25
Visual Text(s) Analysis	25
Self-Reflection Essay (for Portfolio)	10
Multimodal Assignment	20

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.

My Professional Polices

Though I enjoy my work and like to have fun, I take my work seriously, and because I respect you and our work together, I will maintain the following policies:

- I maintain high academic standards and expectations, and offer you support and constructive criticism on your work in class and on your assignments.
- I will be on time and give you and the subject my full attention.
- I respect the diversity of people and ideas, even when there are disagreements.
- I return graded work in a timely manner, before the next major assignment is due.
- I am available during office hours so that you may see me about your work or other issues with the class.

- I expect the same respect for the class and for your work from you. The following items listed in Classroom Protocol are some specific expectations.

Classroom Protocol

In order to promote an atmosphere of inclusion that is supportive of all students and the learning process, these are my policies and expectations of students:

- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will be on time to class and stay the entire time. Arriving late or leaving early will result in decreased participation points.
- All electronic devices will be turned off and stowed before class begins, unless you have an exception from the AEC. Using electronic devices during class without prior permission will result in zero participation points for the day.
- You will not talk while someone else is speaking. Not only is this rude, but it is distracting to me and those around you. This behavior will earn you zero points for the day, and you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- You will bring your book(s) or printed excerpts from which we have assigned readings for the day to class, or you may be asked to leave class. Relying on others for material you are responsible for is an unfair imposition on your colleagues and will not be tolerated. (If you have difficulty in obtaining the required materials, let me know **immediately**.)
- If you miss a class, ask a classmate what you missed, including assignments, before contacting me.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed too long.

Instructor reserves the right to change any policies as necessary with fair notice delivered in class or via Canvas, to be applied equally to all students and not retroactively.

All student work may be published (shared within the class for the semester) in the class for instructive purposes. Some students may be asked to publish individual work for future courses, for instructive purposes.

University Policies

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>.

Frosh English Policies

You can find relevant policies on the Frosh English webpage here: http://www.sjsu.edu/english/frosh/program_policies/index.html

English 1A / First-Year Writing, Fall 2017, Course Schedule

The schedule is subject to change with fair notice communicated in class and/or via Canvas.

Calendar legend: A=Activity, R=Reading(s), D=Discussion, *TCW*=*The Curious Writer*, *M*=*Monsters*, SWT=Short Writing Task (follow directions in Canvas carefully for full credit), underlined items=I owe you an assignment on or before that day, bolded items=you owe me an assignment that day (the assignment is due)

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 23	A: Introductions; Writing Process Survey D: beliefs about writing/writers
2	August 28	R: <i>TCW</i> , Chapter 1 A: Defining Monster, generating, judging, and reflecting D: Defining Monster, developing an effective writing process
2	August 30	Diagnostic Essay Bring large examination booklets, pens, and a non-electronic dictionary to class.
3	Sept. 4	Labor Day! No Classes!
3	Sept. 6	R: <i>TCW</i> , Chapter 2 and <i>M</i> , “Why We Crave Horror Movies,” King A: Annotating, summarizing, reflecting D: Developing effective reading and annotating skills
4	Sept. 11	<u>Assignment: Critical Analysis and student sample(s)</u> R: <i>TCW</i> , Chapter 6, pages 162-73, 175-77, 188, 200-02 A: Analyzing arguments SWT #1: Analyze King’s audience and upload to the assignment in Canvas.
4	Sept. 13	R: <i>M</i> , “My Zombie, Myself: Why Modern Life Feels Rather Undead,” Klosterman A: Analyzing thesis, audience, and tone
5	Sept. 18	R: <i>M</i> , “Monsters and the Moral Imagination,” Asma A: Analyzing rhetorical strategies and making analysis explicit
5	Sept. 20	R: <i>M</i> , “Why Modern Monsters Have Become Alien to Us,” McCormick A: Analyzing logic
6	Sept. 25	R: Student sample(s), and <i>M</i> , “Ethical Aliens: The Challenge of Extreme Perpetrators to Humanism,” Myers D: Effective analyses and dealing with complexity and ambiguity SWT #2: Check assignment in Canvas for instructions.
6	Sept. 27	DUE: 1st Draft Critical Analysis A: Editing, reflecting, revising
7	October 2	R: <i>M</i> , “Cursed by a Bite,” Kaplan D: Scientific analyses and creative and critical thinking
7	October 4	R: <i>M</i> , “Monstrous Beginnings,” Poole D: Opposing/uncomfortable views
8	October 9	R: <i>M</i> , “Here Be Monsters,” Genoways

Week	Date	Topics, Readings, Assignments, Deadlines
		D: Putting it all together, effective analyses SWT #3: Check assignment in Canvas for instructions.
8	October 11	Workshop: Critical Analysis
9	October 16	DUE: Final Draft Critical Analysis A: Reflection <u>Assignment: Visual Text(s) Analysis and student sample(s)</u>
9	October 18	R: <i>TCW</i> , Chapter 4 and Student Sample(s) related to Visual Texts Analysis D: Effective analysis, choosing a focus in a large work
10	October 23	View <i>Get Out</i>, <i>The Stepford Wives (1975)</i>, and <i>The Stepford Wives (2004)</i> View all films BEFORE class and be prepared to write about what they mean. A and D: Finding meaning and focus within the film and its context SWT #4: Check assignment in Canvas for instructions.
10	October 25	R: <i>TCW</i> , Chapter 7 and <i>M</i> , “Why Vampires Never Die,” del Toro and Hogan A: Evaluating analysis, seeing connections to things outside the film
11	October 30	R: <i>M</i> , “Unmasking the Monster: Hiding and Revealing Male Sexuality in John Carpenter’s <i>Halloween</i> ,” Huddleston D: Synthesizing other points of view, understanding context
11	Nov. 1	DUE: 1st Draft Visual Text(s) Analysis Revision, reflection, and focus
12	Nov. 6	R: <i>M</i> , “(Un)safe Sex: Romancing the Vampire,” Backstein A: Finding and summarizing all important points D: Importance of audience in determining tone
12	Nov. 8	R: <i>M</i> , “Life Among the Undead: An Interview with Neil Jordan,” McGrath D: Authorial intent and its effect on how art conveys meaning
13	Nov. 13	R: <i>M</i> , “Japan’s Nuclear Nightmare: How the Bomb Became a Beast Called Godzilla,” Brothers D: Accepting or ignoring responsibility for monstrous deeds, misreading culture, how art communicates painful messages SWT #5: Check assignment in Canvas for instructions.
13	Nov. 15	Workshop: Visual Text(s) Analysis
14	Nov. 20	DUE: Final Draft Visual Text(s) Analysis A: Reflection <u>Assignments: Reflection Essay/Portfolio and Multimodal Project and Presentation</u> D: How to repurpose your work and combine your work and ideas with others
14	Nov. 22-24	Thanksgiving Holiday! No Classes! Get ahead on your reading and project!
15	Nov. 27	R: <i>TCW</i> , Chapter 3 A: Self-assessment, connecting to a larger purpose and audience
15	Nov. 29	R: <i>TCW</i> , Chapter 10 A: Reflecting and Repurposing SWT #6: Check assignment in Canvas for instructions.

Week	Date	Topics, Readings, Assignments, Deadlines
16	Dec. 4	Workshop: Reflection Essay
16	Dec. 6	DUE: 1st draft Reflection Essay R: <i>TCW</i> , Review pages 90-92 A: Preparing multimodal project and one minute presentations
17	Dec. 11	DUE: Final Draft Reflection Essay and Portfolio DUE: Multimodal Project and Presentations!
Final Exam	-----→	DUE: Multimodal Project and Presentations! Section 59: Tuesday, December 19, 9:45-12:00 Section 60: Monday, December 18, 12:15-14:30