

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 79, Fall/2017

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Office Hours: MW 10:30-1:15
Class Days/Time: MW 7:30
Classroom: CL306
Prerequisites: Reflection on College Writing
GE/SJSU Studies Category: 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.

Course Description and Goals

GE A2 Course Description

Written Communication I cultivates an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at 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 1 Section Description

English 1A is the first course in SJSU's two-semester lower-division composition sequence; it provides an introduction to baccalaureate-level composition, with attention to the more formal attitudes and demands of writing at the university (expository and argumentative essays). Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

Diversity: SJSU studies include an emphasis on diversity. Thus, you will be reading articles from writers of different ethnicities, gender, socioeconomic class, and ideologies.

Reading: ENG 1A is also a reading course. The reading is a crucial component of the class, as you must read effective writing to become an effective writer. **All readings must be completed by the beginning of each class session**, and all discussions and assignments will be based on the reading material. **It will be impossible to be a successful student in this course if you neglect to complete the daily reading.**

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 three essays shall be written in class. In addition, ENGL

1A classes require at least three out-of-class essays.

In addition, PARTICIPATION does NOT mean coming to class and sitting silently at your desk; it means taking part in all class activities. Therefore, a percentage of your grade involves asking questions, offering opinions and suggestions, giving feedback, debating, etc. 😊

GE Learning Outcomes (GELO) (Delete if not applicable)

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically;
2. 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;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
5. and demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Upon successful completion of this course, students will be able to:

Course Learning Outcomes (CLO) (Required)

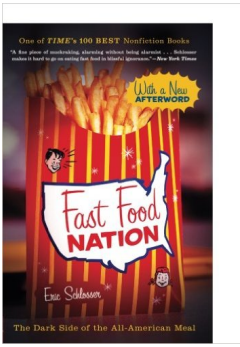
Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources, including appropriate citation.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction and tone.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

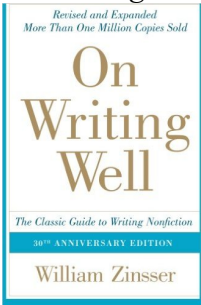
Required Texts/Readings:

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser

(BEFORE CLASS BEGINS purchase the PAPERBACK via Amazon.com or Half-Priced Books)



On Writing Well by William Zinsser



(BEFORE CLASS BEGINS purchase the PAPERBACK – 30th Anv Rep Edition—via Amazon.com)

Additional Readings:

Articles will be posted on CANVAS for you to print and bring to class for discussion and in-class writings.

Required Materials:

Two (2) green books

One (1) spiral notebook – I will be checking notebooks for, yes. NOTES!!! ☺

Colored pens (no pencils) – you WILL write in the textbook!

Cell phone/iPad (for research ONLY)

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 can be found from University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

Theme of this course: Food: Beautiful Food (or is it?)

Food is a topic worth discussing culturally, ethically, morally, politically, and globally. We will analyze the difference between *natural* and *organic*; *poverty* and *plenty*; *neighbor* and *stranger*. Therefore, be ready to discover the etymology of words in this class. You also must know definitions! In addition, a vital approach in this class is research: what constitutes strong or weak evidence? Each week you will note in your notebook a reading analysis of required textbook chapters assigned.

Out-of-Class Essays:

1. Informative: You will choose a topic about food and *inform* me (your audience) about the subject. Do NOT give me your opinion!!! Stick to research only!

- Argumentative: You will choose a side and develop a thesis statement and prove your argument/opinion. Said opinion **MUST** be supported by **EVIDENCE**. We will discuss two argumentative approaches: Aristotolean and Rogerian. Of those two, you will choose which approach you will choose.

In-class essays:

You will find and examine two (2) articles, creating a rhetorical analysis identifying strategies such as ethos, pathos, and logos. In addition, you will identify elements such as tone, style, imagery, audience, etc. This is to develop your analytical skills. Attention to detail is paramount both in class and out of class!

Again, participation (the act of taking part or sharing in something) is paramount to this course. There will be in-class activities requiring student involvement: group activities, team pop-quizzes, debates, video/audio/Power Point presentation. Be ready to use your vocal cords and creative mind. ☺

Final Examination or Evaluation

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” More details can be found in University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>).

The final exam will be a timed in-class essay, analyzing a passage from a text of my choice. You will use **ALL** the skills learned during the semester (including grammar!).

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
In-class Essay 1: (diagnostic)	350-500	2,3,4,5
In-class Essay 2: (5 pts.)		2,3,4,5
Out of Class Essay #1 Outline	1000	2,4,5
Out of Class Essay #1: Initial	1500	1-5
Out of Class Essay #1: Final draft –includes revision(s) (5 pts.)	2000	1-5
Out of Class Essay #2: Outline	1000	1-5
Out of Class Essay #2: Initial	1500	1-5
Out of Class Essay #2: Final draft – includes revision(s) (5 pts.)	2000	1-5
Reading answers (5) (5 pts. each)	350-500	2,3,4,5
FINAL EXAM (10 pts.)		1-5
Participation (10 pts.)		
Total Points POSSIBLE (60 pts.)		

Participation

A healthy percentage of your grade relies on your classroom participation. This does NOT mean showing up and sitting in the seat and saying nothing! That is attendance.

Participation, as graded in my classroom, involves actively engaging in **all classroom discussions** in a thoughtful way. Being able to articulate your understanding of arguments as well as formulating your own opinions is an important way to demonstrate internalization of course material. Besides, I need to hear your voice!

TOTAL POINTS FOR THE SEMESTER: *60 pts.*

Grading Policy – PAY CLOSE ATTENTION!

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have 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; therefore, 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 (which includes word count!).

5 =	A+
4.5 =	A
4.25 =	A-
4 =	B+
3.5 =	B
3.25 =	B-
3 =	C+
2.5 =	C
2.25 =	C-
2 =	D+
1.5 =	D
1.25 =	D-
1 =	F

Classroom Protocol

This is a hands-on, brain and mouth-engaged course; not a “sit and learn” and make me (Professor E) do all the work. Not happening!

You are going to discover your own *articulate* opinion expressed verbally AND in writing—welcome to College!



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 Fall 2017 Course Schedule

Schedule is subject to change with fair notice by me on Canvas OR in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 23	Orientation; assign OWW Ch 2-7
1	N/A	
2	Aug 28	In-class diagnostic; Grammar; MLA format; citations; sources and evidence—How to ask pertinent questions; OWW Ch 2-7
2	Aug 30	Intro/conclusion/thesis statements; in-class question/identification assignment (group work using FFN Ch 1,2)
3	Sept 4	Labor Day—no class
3	Sept 6	Rhetorical strategies, elements; article analysis (group work); Essay 1 RD assigned—revisit OWW Ch 2-7
4	Sept 11	Essay 1 RD due (1,000 words); discussion/analysis of FFN Ch 3,4
4	Sept 13	How to ask pertinent questions! (in-class activity)
5	Sept 18	Essay 1 Revision assigned (1,500 words)—go over expectations; revisit thesis statements, etc.,
5	Sept 20	Discussion/analysis FFN Ch 5,6
6	Sept 25	Essay 1 Revision due; discussion/analysis FFN Ch 7,8
6	Sept 27	Questions re: Essay 1 (last chance!)
7	Oct 2	Discussion/analysis FFN Ch 9,10
7	Oct 4	Essay 1 Final draft (1,500 words) due!
8	Oct 9	In-class article analysis (partner project)
8	Oct 11	Essay 2 RD assigned (1,000 words)—go over expectations (theory approaches); revisit intro/conclusion/thesis statements/ evidence.
9	Oct 16	Essay 2 RD due; discuss/analyze FFN Epilogue: Have It Your Way

Week	Date	Topics, Readings, Assignments, Deadlines
9	Oct 18	In-class activity about FFN Bibliography/Photo credits
10	Oct 23	Documentary, “Supersize Me.”
10	Oct 25	In-class essay 1
11	Oct 30	Discuss issues with In-class essay (approach, structure, organization, TIME— anxiety, fear, etc.)
11	Nov 1	Essay 2 Revision (1,500 words) assigned—revisit OWW Ch 2-7
12	Nov 6	Last minute writing issues (repetition of bad habits, etc.)
12	Nov 8	Essay 2 Revision due; Discussion about Food and Silicon Valley (homelessness, starvation, types of food offered to those in need).
13	Nov 13	Class activity—propose a solution to world hunger
13	Nov 15	Who is your neighbor? Question for discussion...who to help.
14	Nov 20	Open forum about ANYTHING DISCUSSED IN CLASS
14	Nov 22	THANKSGIVING
15	Nov 27	Essay 2 Final draft (1,500 words) due!
15	Nov 29	In-class essay 2
16	Dec 4	Multimodal presentation
16	Dec 6	Multimodal presentations cont’d; Revisions DUE!!!!
17	Dec 11	Prep for Final
17	Dec 13-18	FINALS WEEK. Time TBA.