

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section #84, Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Olivier Bochetti
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<b>Office Hours:</b>	Tuesday, 11-12p
<b>Class Days/Time:</b>	Tuesday-Thursday, 12-1:15p
<b>Classroom:</b>	Sweeney Hall 239
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**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.

## Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Summary #1	750	1,3,5
Timed Essay #1	750	1,2,3,4,5
Argumentative Essay #1	1500 (2 drafts)	1,2,3,4,5
Timed Essay #2	750	1,2,3,4,5
Argumentative Essay #2	2000 (2 drafts)	1,2,3,4,5
Timed Essay #3	750	1,2,3,4,5
Critical Essay #1	2000 (2 drafts)	1,2,3,4,5
Timed Essay #4	1000	1,2,3,4,5
Critical Essay #2	1000	1,2,3,4,5
Research Paper #1	1500	1,2,3,4,5

Total Word Count: 12,000 words

### Required Texts

Reading material will be e-mailed to you. You are responsible for printing the material before coming to class.

### Grading Policy

- ➔ Successful completion of English 1A is largely based upon student performance on written exercises. Grades will be determined according to the following grading criteria:

*(A) OUTSTANDING. The “6” essay will fulfill all parts of the assignments. Though it may have minor flaws, it will be distinguished by lucid, orderly thinking and may introduce an original interpretation of the writing problem. It will:*

- Show superior stylistic control of language
- Support a thesis with specific, convincing evidence going beyond the personal narrative to analysis
- Demonstrate a clear sense of essay form, paragraphing, and sentence complexity and variety
- Be virtually free of errors in sentence structure, grammar, and mechanics

*(B) IMPRESSIVE. A “5” essay, in general, will demonstrate clear overall competence in the same categories as the “6” essay. It will:*

- Display less facility of expression than the “6” paper
- Display intellectual content, thesis support, and vocabulary superior to that of the “4” essay
- Demonstrate a strong sense of essay form, paragraphing, and sentence variety
- Perhaps contain some minor grammatical or mechanical flaws

*(C) ADEQUATE. The “4” essay will adequately complete all tasks set by the assignment. It will:*

- Demonstrate support of a thesis, but lack the specificity and development of the “5” paper
- Demonstrate a basic knowledge of sentence structure, but lack the variety of the “5” paper
- Display some mechanical errors that will not distract or confuse the reader

*(D+) INADEQUATE. The “3” paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics. It will probably:*

- Reveal a minor misreading of the topic or neglect one of the assigned tasks
- Respond to the topic in a superficial or simplistic way
- Contain sentences showing no syntactic complexity or variety
- Display an accumulation of errors in diction, logic, sentence construction, coherence, organization, or basic mechanics but these errors will be minor and will not distract or confuse the reader

*(D-) POOR. The “2” paper, though it addresses the topic, may fail to come to terms with the assignment; it may also reveal a combination of the following weaknesses:*

- Misreading of the assignment
- Illogical reasoning, little or no development, problems in organization and focus
- Fundamental errors in sentence construction, grammar, and mechanics serious enough to distract and confuse the reader

**(F) UNACCEPTABLE.** *The “1” paper is clearly incompetent on the mechanical, syntactical, or rhetorical level. It may:*

- Reveal intellectual confusion or the writer’s inability to comprehend the question
- Be unfocused, illogical, incoherent, or undeveloped
- Be badly marred by serious and persistent writing errors

- ➔ Your course grade will be computed as follows: Essays (50%), Timed Essays (35%), Final Research Paper (15%).
- ➔ No late work accepted: without a valid excuse, late or missed assignments will receive a ‘F’
- ➔ You must receive a C- or higher to pass the course

**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.

**ACADEMIC HONESTY AND PLAGIARISM**

Please acquaint yourselves with the college’s policy on plagiarism and academic honesty. The act of presenting someone’s work as your own will not only guarantee you an “F” on an assignment, but may also be grounds for your dismissal from class.

*At SJSU, dishonesty (such as cheating) is defined as the act of obtaining or attempting to obtain credit for academic work through fraudulent or deceptive means. Academic dishonesty and/ or cheating includes, but is not limited to:*

- *copying, in part or in whole, from another’s test or other evaluation instrument;*
- *submitting work previously presented in another course;*
- *using or consulting during an examination, sources or material not authorized by the instructor;*
- *altering or interfering with grading or grading instructions;*
- *sitting in for an examination by another student or for another student;*
- *allowing anyone else to see your paper during an exam, test, or quiz*
- *plagiarizing, copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.*

**ePORTFOLIO:** To complete departmental requirements for this course, you will have to produce an ePortfolio and upload it on Canvas by the end of the term. Your ePortfolio will be a compilation of your works including: a critical essay, a major essay written for the class, an annotated index, and a reflection essay.

## Classroom Protocol

No cellphones allowed in the classroom. Promptness, regular attendance, and active participation are necessary to succeed in this course.

## 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>.

## Course Schedule

*The following schedule is subject to change. If this is the case, you will be informed by e-mail at least two weeks beforehand.*

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	Introduction to the course. Assignment: Read Macrorie's "The Poisoned Fish"
2	8/29	"The Poisoned Fish": class discussion, critical analysis. Asgmt: "Liquidizing Goldfish", read, answer questions.
2	9/1	"Liquidizing Goldfish": debate + assisted prewriting
3	9/5	"Liquidizing Goldfish": brainstorming and outlining. Asgmt: watch "The American Dream", answer discussion questions.
3	9/7	Tad Lumpkin's "The American Dream": discussion, analysis. How to write a summary: lecture.
4	9/12	Thomas Cole's "The Course of the Empire": image analysis, critical reading/writing techniques.
4	9/14	<b>Timed Essay on "The Course of the Empire"</b> . Asgmt: read "The End of Solitude"
5	9/19	Deresiewicz's "The End of Solitude": lecture + class discussion.
5	9/21	<b>"Liquidizing Goldfish" Essay Due.</b> "The End of Solitude (continued). Asgmt: write outlines.
6	9/26	"The Mask You Live In". In-class video + discussion. Asgmt: prepare questions for class debate.
6	9/28	<b>"The American Dream" Summary Due.</b> "The Mask You Live In" (continued)
7	10/3	"The Mask You Live In" + debate on toxic hypermasculinity. Assgmt: memo + read "Redefining Masculinity"
7	10/5	"Redefining Masculinity" critical reading + guided prewriting. Asgmt: read "On Love and Loneliness"
8	10/10	Practice Timed Essay. Asgmt: Krishnamurti's "On Love and Loneliness" summary.
8	10/12	<b>"The End of Solitude" Essay Due. Timed Essay #2</b>

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/17	“On Love and Loneliness”: class discussion.
9	10/19	“On Love and Loneliness”: guided prewriting. Assgmt: read, annotate “thesis & introduction” document.
10	10/24	Thesis & Introduction: lecture. Assgmt: re-write five thesis statements.
10	10/26	Thesis & Introduction: practice exercises.
11	10/31	<b>Timed Essay #3</b>
11	11/2	“The paragraph as a unit of argumentation—rhetorical strategies: lecture. Assgmt: read “An essay on Human Understanding”
12	11/7	<b>“On Love and Loneliness” Essay Due.</b> Practice Timed Essay.
12	11/9	John Locke “Human Understanding” Discussion. Assgmt: summary
13	11/14	“Human Understanding” (continued). Assgmt: refute/corroborate paragraph.
13	11/16	“Human Understanding” (continued). Assmt: tentative outlines.
14	11/21	Research Paper Methodology, MLA workshop. Assgmt: research paper proposal.
14	11/23	Thanksgiving Holiday—Campus Closed
15	11/28	Student presentations: research paper proposals
15	11/30	<b>“Human Understanding” Essay Due. Timed Essay #4</b>
16	12/5	Student presentations: research paper proposals
16	12/7	Last Class: General Recap
Final Exam	12/19	<b>Research Paper Due</b>

## SJSU ACADEMIC YEAR CALENDAR 2017/18\*

### **FALL 2017**

Tuesday	July 4	Independence Day - Campus Closed (I)
Monday	August 21	Academic Year Begins – Fall Semester Begins
Monday-Tuesday	August 21-22	Pre-Instruction Activities: Faculty Orientation, Advisement, Faculty Meetings and Conferences (P)
Wednesday	August 23	First Day of Instruction – Classes Begin
Monday	September 4	Labor Day - Campus Closed (L)
Wednesday	September 6	Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)
Wednesday	September 13	Last Day to Add Courses & Register Late (A)
Thursday	September 21	Enrollment Census Date (CD)
Friday	November 10	Veteran's Day (Observed) - Campus Closed (V)
Wednesday	November 22	Non-Instructional Day – Campus Open (NI)
Thursday	November 23	Thanksgiving Holiday - Campus Closed (T)
Friday	November 24	Rescheduled Holiday - Campus Closed (RH)
Monday	December 11	Last Day of Instruction - Last Day of Classes
Tuesday	December 12	Study/Conference Day (no classes or exams) (SC)
Wednesday - Friday	December 13-15	Final Examinations (exams)
Monday - Tuesday	December 18-19	Final Examinations (exams)
Wednesday	December 20	Final Examinations Make-Up Day (MU)
Thursday	December 21	Grade Evaluation Day (E)
Friday	December 22	Grades Due From Faculty - End of Fall Semester (G)
	December 25 -	WINTER RECESS
	January 22	
Monday	December 25	Christmas Holiday - Campus Closed (CH)