

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 05, Spring 2017

Course and Contact Information

Instructor:	Namita Singhal
Office Location:	FOB Office 108
Telephone:	(408) 924-8561
Email:	namita.singhal@sjsu.edu
Office Hours:	Mondays & Wednesdays 9:45 AM to 10:15 AM
Class Days/Time:	Mondays & Wednesdays 10:30 AM to 11:45 AM
Classroom:	Baccardo Business Center (BBC) 123
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication

Faculty Web 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 checking the messaging system through MySJSU to learn of any updates.

ENGL 1A Course Description

In this class, we will explore the themes of sustainability, creativity, and global citizenship through the lens of cultural diversity in America. The class will be divided into three units: Family Relationships, Language & Communication, and Prejudice & Stereotypes. We will use articles about issues that continue to surface in current events. We must ask ourselves how can our individual culture affect our understanding of what culture is? How can we use our personal privileges to understand and empathize with others? In this course, you will examine these questions and express your findings clearly and coherently.

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students 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 Content

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 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.

Reading: The reading in this class is comprised of readings from *Writing Today* and articles about current issue. You are expected to apply what you learn from WT to the assigned articles, whether it be ways to read critically or using what you read in your own writing.

Required Texts

Textbook

Writing Today (3rd Ed) – Johnson-Sheehan, Paine
ISBN: 978-0321984654

The Everyday Writer, Andrea Lunsford—Available on Canvas

Other Readings

All the articles we will look at can be found on Canvas.

ENGL 1A 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 about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In-Class Diagnostic Essay	500		
In-Class – Argumentative	600	2-5	1, 4, 6 – 9

In-Class – Reflective	600	2-5	1, 4, 6 – 9
Commentary	1000 x2	1-5	1-8
Profile	1000 x2	1-5	1-8
Multimodal – Written Portion	1200 x2	1-5	1-8
Reading Responses	250 x8	1-5	1-8
Total	10,100		

Grading Policy

Assignment	Percentage	Points
In-Class Diagnostic Essay	0%	0
In-Class – Argumentative	5%	50
In-Class – Reflective	5%	50
Commentary	20%	200
Profile	20%	200
Multimodal – Written Portion	15%	150
Multimodal Presentation	15%	150
Participation (In-class work, outlining)	10%	100
Reading Responses	10%	100
Total	100%	1000

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.

You must receive a C- or higher in order to pass this course.

Late Policy: For the major assignments, unexcused late work will be automatically knocked down two full letter grades. (i.e. A C+ is the highest you can get.) I will not accept late work if it’s more than two days after the due date. Requests for extensions will be treated case-by-case. Inform me at least 48 hours in advance.

Smaller take-home assignments (reading responses, outlines, etc) will not be accepted at all if late. In-class work will also not be accepted late. Those points will be docked from your participation.

Assignment Format: All outside assignments should be typed and in 12-point font, one-inch margins, in Times New Roman font, and MLA format. In-class assignments should be in blue or black ink. No pencil!

Classroom Protocol

Participation: If you are not in class, you cannot participate. Participation includes coming to class prepared, asking thoughtful questions, listening to your classmates and instructor, and contributing to the class discussion. Points will be given based how well you do these things. Participation does **not** include sleeping, studying for another class, or asking for repeated instructions.

Attendance: If you miss a class, it is your responsibility to contact a classmate. Do not contact me asking what you missed. All the readings and assignments are on the syllabus as well as Canvas. This is a college course. If you miss a class, you are missing valuable information. Arrive on time and stay until the end of class. Arriving late or leaving early will result in a loss of participation points.

Electronics: Laptops and smart phones may be used to access class materials. Obviously, you shouldn't be on Facebook, Tumblr, Instagram, etc. If I see you off task and using your phones excessively during discussions, I will deduct participation points.

Food: Drinks are permitted. "Quiet" snacks that do not interfere or disrupt class are also permitted. Do not bring whole meals or anything with a crunch or a smell. Clean up if you spill something.

Consideration: As we will be discussing many topics of sensitivity, remember to be considerate. The classroom is a safe place for everyone to express and explore ideas. Be respectful, even if you do not agree with someone's opinion. Do not antagonize others.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. Please refer to it if you have any questions.

http://www.sjsu.edu/english/frosh/program_policies/index.html

English 1A Spring 2017

This schedule is subject to change with fair notice. Students will be notified of any changes ahead of time in class or via email.

WT = *Writing Today*

Canvas = available on course Canvas page under “Files”

Week	Date	Topics, Readings, Assignments, Deadlines
1	M – 1/30	Course intro, syllabus review, assignment schedule Assignment (due next class): Read Chapters 1 & 2 in <i>Writing Today</i>
1	W – 2/1	<u>Begin Unit 1: Family Relationships</u> Handout: Commentary Paper Guidelines Assignment: Read Lahiri’s “Rice” on Canvas & Chapter 3 in <i>Writing Today</i> Bring Blue or Green book for in-class Diagnostic Essay
2	M – 2/6	In-class Diagnostic Essay Assignment: Read Chapter 4 (WT) & Cisneros’s “Only Daughter” (Canvas) <u>Reading Response:</u> “Only Daughter” due on Canvas by 2/8
2	W – 2/8	“Why Chinese Mothers are Superior” by Amy Chua (Canvas) Assignment: Read Chapters 5 & 10 (WT) Submit Commentary Paper Outline by 2/15 on Canvas
3	M – 2/13	What is a Memoir? Assignment: Read Chapter 7 (WT) Submit Commentary Paper Outline by 2/15 on Canvas
3	W – 2/15	15 minute Free Write in class Assignment: Read Chapter 8 (WT) & Kincaid’s “Girl” (Canvas) <u>Reading Response:</u> “Girl” due on Canvas by 2/20 Work on Commentary Paper Draft due 2/22 on Canvas
4	M – 2/20	Group Work: Literary Analysis (pp. 128-133) Assignment: Read Chapter 9 (WT) Work on Commentary Paper Draft due next class (2/22 on Canvas)
4	W – 2/22	Free-Write: “Courage of Turtles” (pp. 151-155) Peer Review of Commentary Paper Draft * Assignment: Read Chapter 11 (WT) Work on Final Draft of Commentary Paper due 3/1 (Hardcopy)
5	M – 2/27	<u>Begin Second Unit: Language & Communication</u> Group Work: Argumentation in Writing Handout: Profile Essay Guidelines Assignment: Read Amy Tan’s “Mother Tongue” (Canvas) <u>Reading Response:</u> “Mother Tongue” due on Canvas by 3/1 Final Draft of Commentary Paper due next class 3/1 (Hardcopy)
5	W – 3/1	Free-Write: “Mrs. Cassadore and Apache Students” Assignment: Read Chapter 6 (WT) Find and bring in a profile regarding ethnicity in America (can be of a culture or a group of people)

Week	Date	Topics, Readings, Assignments, Deadlines
6	M – 3/6	“Hidden Culture” Annotation Work on Annotation and Presentation in groups Assignment: Read Chapters 20 & 21 (WT)
6	W – 3/8	15 minute Free Write in class Annotation Presentations Assignment: Read Chapters 22 & 23 (WT) & Smith’s “Wife Beater” (Canvas) <u>Reading Response:</u> “The Wife Beater” due on Canvas by 3/13
7	M – 3/13	Collaboration & Peer Response Group Work: “The Rising Cost of Not Going to College” (pp. 269) Assignment: <u>Reverse Outline:</u> “The Rising Cost of Not Going to College” due on Canvas by 3/15 Read Chapter 13 (WT)
7	W – 3/15	15 minute Free Write in class: “How Many Zombies Do You Know” (pp. 266) Video * Assignment: Read Roush’s “Dave Eggers’s <i>The Circle</i> Fails as Satire, Succeeds as Prophecy” (Canvas)
8	M – 3/20	In-class Reading Response to Roush’s reading Assignment: Read “Roman Fever” (Canvas) <u>Reading Response:</u> Roman Fever due 3/22 Profile Outline (Bring in 2 hard copies!) due 3/22
8	W – 3/22	15-min Free Write: Argumentation Peer Review Outlines Assignment: Read Ericsson’s “The Ways We Lie” & Tannen’s “Sex, Lies, and Conversation” (Both on Canvas) <u>Reading Response:</u> Choose one reading for your response. Due 4/3 Bring in blue or green book
9	M – 3/27	SPRING BREAK: NO CLASSES
9	W – 3/29	SPRING BREAK: NO CLASSES
10	M – 4/3	In-Class Essay – Argumentative Assignment: Profile Draft due 4/5 on Canvas
10	W – 4/5	15 minute Free Write in class Peer Review of Profile Draft Assignment: Final Profile Paper due 4/12 (Hardcopy due in class)
11	M – 4/10	<u>Begin Third Unit: Global Prejudice & Stereotypes</u> Multimodal Handout – form groups “Two Ways to Belong in America” – Bharati Mukherjee Assignment: Read Chapter 14 (WT) Final Profile Paper due 4/12 (Hardcopy due in class)
11	W – 4/12	Meeting in the Library Room: TBA Assignment: None

Week	Date	Topics, Readings, Assignments, Deadlines
12	M – 4/17	Discuss Multimodal Project Group Work (WT) – page 676 Assignment: Read Chapters 26 & 27 (WT)
12	W – 4/19	15 minute Free Write in class Group Work (WT) – page 667 Assignment: Read Fish’s “Getting Coffee is Hard to Do” (Canvas) <u>Reading Response:</u> “Getting Coffee is Hard” due on Canvas by 4/24
13	M – 4/24	15 minute Free Write in class In-Class Work Day/Discuss Progress – Outline (page 209) Assignment: Work on Project Multimodal Written Portion Draft due 5/1 on Canvas
13	W – 4/26	15 minute Free Write in class Group Work: ”With 7 Billion on Earth” (WT page 689) Assignment: Multimodal Written Portion Draft due 5/1 on Canvas
14	M – 5/1	Peer Review of Multimodal Written Portion Drafts Assignment: Read Berne’s “Ground Zero” (Canvas) <u>Reading Response:</u> “Ground Zero” due on Canvas by 5/3
14	W – 5/3	15 minute Free Write in Class Assignment: Multimodal Written Portion Final Draft due Final Day – hardcopy Bring in blue or green book
15	M – 5/8	In-Class Essay – Reflective (500 words) Assignment: Multimodal Written Portion Final Draft due Final Day - hardcopy
15	W – 5/10	Presentations
16	M – 5/15	Presentations
Final Exam	F – 5/19	9:45-12:00 – Room BBC 123