

SAN JOSE STATE UNIVERSITY
DEPT. OF ENGLISH AND COMPARATIVE LIT
ENGL 1A: FIRST-YEAR WRITING
SPRING 2017
SECTION: 26911

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Office Hours: TH 2:00-4:00pm, and by appt.

Class Days/Times: TTH 10:30-11:45am
Class Location: Sweeney Hall 411
Prerequisites: English Placement Test
GE/SJSU Studies Category: GE Area A2 Written Communication

There are no dangerous thoughts; thinking itself is dangerous. ~Hannah Arendt

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

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).



teh world is full of rhetorics

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.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the 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. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

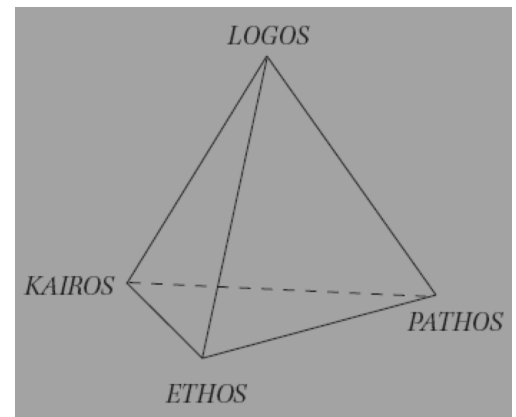
Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different 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: There will be a substantial amount of reading for this class, some of which will come from texts I assign (listed below) and some of which will be from sources you locate.

Final Experience: Students are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing produced for our class, including drafts. **Remember to keep all of your work!** Required in every portfolio is:

- ↪ Two project packets, including the assignment sheet, an early draft, and the revised final draft for each essay
- ↪ A reflective essay explaining the ways in which you made use of terms from the course to identify issues and improve your writing



Required Materials

Richard E. Miller and Ann Jurecic. *Habits of the Creative Mind*. Bedford/St. Martin's, 2016
 Catherine Prendergast. *Can I Use It?* Out of Pocket Press, 2015
 Selected chapters from *Writing Spaces: An Open Textbook Project* (writingspaces.org)
 Andrea Lunsford. *Everyday Writer*. (This is provided through the *Writer's Help* tab on Canvas)

Other Readings

Students will be responsible for locating other reading materials throughout the course in support of their writing projects.

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 descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, and possibly aural, digital, visual). There will also be reading assignments and options for group projects.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
2 in-class essays	500/ea	3	1, 2, 4, 6, 9
8 Discussion boards	1500	2, 3	3
Paying Attention (incl. process materials)	1500	1-5	1-9
Connecting, Reflecting, Arguing (incl. process materials)	1500	1-5	1-9
Creating a Textual Artifact (incl. process materials)	1500	1-5	1-9
Portfolio Reflection	1000	1-5	1-9
Presentation	n/a	2, 3	1, 2, 4, 8
Participation	n/a	n/a	n/a

Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. You must turn in all assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0". **Note:** students must receive a C or higher to pass the course.

Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Grade Calculations

Assignment	Word Count	% of Course Grade
2 in-class essays (50 pts. each)	500/ea	10%
8 Discussion boards (10 pts. each)	1500	8%
Paying Attention (incl. process materials)	1500	15%
Connecting, Reflecting, Arguing (incl. process materials)	1500	15%
Creating a Textual Artifact (incl. process materials)	1500	15%
Portfolio Reflection (incl. process materials)	1000	20%
Presentation	n/a	5%
Participation (daily in-class assignments) (4 pts./day)	n/a	12%

Requirements for specific assignments will vary, but in all cases 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. All assignments, quizzes, and exams are graded on a traditional A-F scale.

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.

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.

There is value in “[using] writing as a technology to think with rather than as a tool for succinctly recording the thoughts of others or as a weapon for fending off other points of view.” ~ Richard E. Miller

Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

University Policies

For information regarding the following policies, please see syllabus information web page at:

<http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and Responsibilities of the Student
Course Requirements and Assignments
Attendance and Participation
Accommodation to Students' Religious Holidays
Dropping and Adding
Academic integrity

Consent for Recording of Class and Public Sharing of Instructor Material
Campus Policy in Compliance with the American Disabilities Act
Student Technology Resources
SJSU Peer Connections
SJSU Writing Center
SJSU Counseling & Psychological Services

Technology Intensive/Hybrid Requirements

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Student will need Internet connectivity to participate in classroom activities and/or submit assignments. See [University Policy F13-2](#) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

ENGL 1A / Composition, Spring 2017, Course Schedule

Calendar subject to change with fair warning

Readings listed should be read BEFORE class

We will work with your writing in some form or fashion every day in class. Please bring materials related to the current major assignment every class period.

Course Schedule Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	Getting to know you, getting to know all about you Course Introduction / Canvas
2	1/31	Before Class: Discussion Board #1 (Canvas) Read: Miller & Jurecic, Preface & Ch.1 (Orienting) Prendergast, pg. v-32 In class: What are we doing and why are we doing it? Noticing differently. Project #1 assignment
2	2/2	Before Class: Discussion Board #2 Read: Lessner & Craig (on Canvas) Prendergast, pg. 33-63 In class: Rhetorical Invention / Available Means
3	2/7	Read: Miller & Jurecic, Ch.2 (Beginning) In class: In class essay #1 Joining the Conversation
3	2/9	Before Class: Discussion Board #3 (Canvas) Read: Miller & Jurecic, Ch.3 (Paying Attention); Writing Spaces In class: Thesis / Warrants / Mapping Stakeholders
4	2/14	Read: Boyd (on Canvas) Prendergast, pg. 64-92 In class: Learning Peer Review / Context / Audience / Purpose
4	2/16	DUE (in class AND on Canvas): Draft One of Project #1 assignment In class: Peer review
5	2/21	Read: Miller & Jurecic, Chs. 4 & 5 (Asking Questions & Exploring) In class: Rhetoric / Commonplaces / Ideology / Genre / Argument
5	2/23	Before Class: Discussion Board #3 (Canvas) Read: Carol (on Canvas) Prendergast, pg. 93-130 In class: Who Cares? / So What? / Stakes / Audience
6	2/28	Read: Miller & Jurecic, Chs. 6 & 7 (Connecting & Reflecting) In class: Appeals / Paragraph development
6	3/2	DUE (on Canvas): Final Draft of Project #1 assignment Read: Haller (on Canvas) In class: Evidence Project #2 Assignment
7	3/7	Before Class: Discussion Board #5 (Canvas) Read: Miller & Jurecic, Chs. 8 & 9 (Making Space and Time & Practicing) In class: Using Sources

Course Schedule Week	Date	Topics, Readings, Assignments, Deadlines
7	3/9	Read: Miller & Jurecic, Chs. 10 & 11 (Planning and Replanning & Arguing) In class: Citation / Plagiarism
8	3/14	ONLINE CLASS DAY—NO FACE-TO-FACE MEETING On Canvas before the end of class: Writing your way to a question exercise
8	3/16	ONLINE CLASS DAY—NO FACE-TO-FACE MEETING On Canvas before the end of class: Discussion Board #6 Research day
9	3/21	DUE (in class AND on Canvas): Draft One of Project #2 assignment In class: Peer review
9	3/23	Read: Miller & Jurecic, Chs. 10 & 11 (Planning and Replanning & Arguing) In class: Citation / Plagiarism
10	3/28	SPRING BREAK—NO CLASS
10	3/30	SPRING BREAK—NO CLASS
11	4/4	DUE (on Canvas): Final Draft of Project #2 assignment Read: Miller & Jurecic, Ch. 12 (Diverging) Giles (on Canvas) In class: Revision / Multimodality / Re-mediation / Meme-ifying Project #3 Assignment
11	4/6	Before Class: Discussion Board #7 (Canvas) Read: Klein (on Canvas) In class: Multimodality / Textual artifacts / Scavenger hunt
12	4/11	In class: Reflection
12	4/13	In class: In class essay #2 Kairos
13	4/18	DUE (in class AND on Canvas): Draft One of Project #2 assignment In class: Peer review Portfolio assignment
13	4/20	In-class: conferences
14	4/25	In-class: conferences
14	4/27	DUE (on Canvas): Final Draft of Project #3 assignment In class: Presentation assignment
15	5/2	Before Class: Discussion Board #8 (Canvas) In class: Presentations
15	5/4	DUE (in class AND on Canvas): Draft One of Project #2 assignment In class: Peer review
16	5/9	In class: Assembling portfolios / ePortfolio
16	5/11	DUE (on Canvas): Final Draft of Portfolio In class: TBD
17	5/16	In class: Presentations
Final Exam	MON 5/22	SH 411, 9:45AM-NOON In class: Presentations