

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 12, Spring 2017

Instructor:	Joshua Speers
Office Location:	FOB 217
Telephone:	(408) 942-4493
Email:	joshua.speers@sjsu.edu
Office Hours:	Tuesday 10:30-12:30 and by appointment
Class Days/Time:	Monday/Wednesday 9:00-10:15
Classroom:	Sweeney Hall (SH) 411
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

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, you 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 cultures, ethnicities, genders and socio-economic classes. Moreover, in order for the classroom to function as a safe environment in which open communication amongst all students occurs daily, all class discussions and debates will be conducted with respect for each of these groups kept in mind.

Reading: In English 1A, students will learn how to analyze and respond to various texts, so close and consistent reading is imperative. Assigned readings will be selections from the Course Reader, which includes various articles and essays relevant to the course theme, as well as chapters from the composition book, *Writing Situations*. Other readings may be available on Canvas or disseminated via email per instructions given in class. Please come to each class having completed all of the day's assigned readings. Note-taking and annotating your readings are always encouraged. Additionally, please frequently refer to your free copy of the style and grammar handbook, *The Everyday Writer*, accessible through Canvas.

Required Texts

Textbooks

- Course Reader—Available for purchase (cash only) at Maple Press at 330 South 10th Street

Other Readings

Any additional readings will be posted on Canvas or disseminated via email.

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>.

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, one essay shall be written in class and revised for a separate grade. In addition, ENGL 1A classes require multiple out-of-class essays.

Online Writing Responses (GELOs 1, 2, 4, 5): Roughly once a week, you will post a response on Canvas to a discussion I will start regarding the readings or topics we've discussed for the week. You are welcome to post a response discussing your own thoughts on the matter, or something responding to a post one of your peers has written. Each response should be about 250-350 words and must be submitted before the beginning of class on the day it is listed as due on the course schedule for that week. However, you are encouraged to post your responses well in advance of class to give your peers—and me—adequate time to read your responses before our in-class discussion.

Out-of-Class Essays (GELOs 1-5): There will be three major out-of-class essays in which students will analyze and respond to the topics and readings we cover in class. Students will submit rough drafts of each, for which they will receive teacher feedback as well as additional feedback from their peers during in-class peer editing workshops. To encourage exploration of the various and vital stages of the writing process, all draft submissions and participation in peer editing workshops are mandatory and count for part of your final grade.

for the assignment. You will submit your final draft of each essay in a hard copy portfolio including all rough drafts and other prewriting material from your writing process. All essays must be typed in 12-point font, double-spaced, with 1-inch margins, meet MLA formatting guidelines, and submitted online via Canvas. You will also be required to submit a hardcopy of your essays in class on the assigned due-date.

In-Class Essays (GELOs 2-5): There will be two, 500-word, in-class essays: a diagnostic essay for which you will not be graded, and one other for which you will be graded. You will be given a specific prompt that addresses readings and topics we have covered in class and you will have the entire class period to write (punctuality is especially important on in-class essay days so that you will neither lose valuable writing time nor distract your peers as they work). In-class essays will ideally be composed on a laptop and uploaded to Canvas by the end of the class period, but they also may be hand-written in blue or black ink in a greenbook, which are available at the campus bookstore and various other locations on campus. Please notify me and provide formal documentation from the Accessible Education Center (AEC) if you need accommodations for the in-class essays. If you know in advance that you will be absent on the day of an in-class essay, please notify me ahead of time to make necessary arrangements.

Final (GELOs 1-5): The final for the course will be a reflective, 500-word, in-class essay prompting students to look back at the semester to discover the changes their attitudes and opinions have undergone as a result of their experience in English 1A. Just like the other in-class essays, the final will ideally be composed on a laptop and uploaded to Canvas, but also may be hand-written in blue or black ink in a greenbook.

Other Informal In-Class Writings/Reading Quizzes: On most days, you will also be asked to complete short, informal writings during class. These may take the form of warm-ups, brainstorming, outlines, free-writes, reading responses and fact-based reading quizzes. You may be asked to share these informal writing assignments with the class as part of our discussion for the day. The effort you put into these assignments will directly impact your participation grade for the course.

Assignment Word Counts and Learning Goals

Assignment	Word Count	GELO	CLO
Out-of-Class Essay 1 (Rough Draft + Final Draft)	1500	1-5	1-9
Out-of-Class Essay 2 (Rough Draft + Final Draft)	1500	1-5	1-9
Final Project (Rough Draft + Final Draft + Presentation)	1500	1-5	1-9
In-Class Essay 1 w/ Revisions	500	2-5	1, 2, 4, 6, 7-9
In-Class Final	500	2-5	1, 2, 4, 6, 7-9
10 Online Writing Responses	2500	1, 2, 4, 5	1, 2, 4, 6, 7-9

Grading Policy

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. All assignments, quizzes, and exams are graded on a traditional A-F scale. **Students must receive a course grade of a C- or better to pass English 1A.**

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.

Assignment Grading Breakdown:

Assignment	Total Point Value	Percentage of Course Grade
3 Out-of-Class Essays (150 pts. each)	450	45%
1 In-Class Essay + Revised Final Draft (150 pts.)	150	15%
1 In-Class Final (100 pts.)	100	10%
10 Online Writing Responses (15 pts. each)	150	15%
Informal Assignments (5 pts. each)	50	5%
Participation for the Semester	100	10%

Assignment submissions: Each major out-of-class essay will be submitted as a hard copy in a portfolio in class, and electronically on Canvas by the beginning of class on the scheduled due date. All writing responses will be submitted on Canvas by the beginning of class on each day listed on the course schedule. You must attend class the day an online writing response or an essay is due in order to receive credit for the assignment.

Extra credit: There are plenty of assignments, activities, and outside help available in order for you to gain the required number of points to excel in the course. As such, I will not offer extra credit assignments. However, if you schedule an appointment with the writing center for help with on the out-of-class essays, you may receive a small increase in your final grade for the assignment.

Late work: Late out-of-class essays will be accepted up to one week after the due date. For each calendar day the assignment is late, half a letter grade will be deducted from the final grade. After one week has passed, the assignment will no longer be accepted. For missed in-class essays you have one week to make up your essay during my office hours. If you know in advance of an absence which will prevent you from submitting a hard copy of an assignment or taking an in-class essay, please notify me ahead of time to make necessary arrangements. Points for missed online writing responses, informal in-class writings, and participation may not be made up.

Course grades will be calculated using the following scale:

A (93-100%)=930-1,000pts	B- (80-82%)=800-829pts	D+ (67-69%)=670-699pts
A- (90-92%)=900-929pts	C+ (77-79%)=770-799pts	D (63-66%)=630-669pts
B+ (87-89%)=870-899pts	C (73-76%)=730-769pts	D- (60-62%)=600-629pts
B (83-86%)=830-869pts	C- (70-72%)=700-729pts	F (0-59%)=0-599pts

Classroom Protocol

In class daily: Come to class on time, prepared to work and to contribute every single day. Bring your Course Reader, writing implements, and any assignments due to each class meeting. If you have not completed the assigned readings or writings for the day, do not come to class, as you will not be prepared to contribute to the learning environment.

Use of electronics: Cell phones visible on desks only pose a distraction to you and your fellow classmates, so keep them on vibrate or silent and out of sight in your bag. You do not require a laptop in order to participate in this course, but you may use one for notetaking and essay-writing so long as doing so does not pose a distraction to you or your classmates. If you require any other electronic device due to a disability, you must have formal documentation from the Accessible Education Center (AEC) on campus in order for me to make appropriate accommodations.

Late/Absence policy: Although you will not be penalized for tardiness or missing class, you will be graded for your participation in class each day. Habitual tardiness and multiple missed classes will undoubtedly impact your contribution to the class negatively and hinder the experience of your classmates as well. If you know in advance that you will be late for class, will have to leave class early, or will have to miss class altogether, please notify me via email as soon as possible. Do not email me following an absence to ask about what you missed in class; contact a classmate first and then see me only if you missed a handout distributed or work returned in class.

Office hours: If you need help, clarification, questions answered, or additional guidance on an assignment, I strongly encourage you to attend my weekly office hours on Tuesdays. I am also available for scheduled appointments outside of my regular office hours. If you schedule an appointment during a time outside of my regular office hours and need to cancel or reschedule, please notify me ahead of time.

University Policies: The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc:

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

English 1A Fall 2016 Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 30	Course intro, syllabus overview, assignment schedule
2	Feb. 1	In-Class Diagnostic Essay (Bring laptop or greenbook)
2	Feb. 6	Begin Unit 1: The California Dream Reading: “Introduction: California—The Bellwether State” (1-6); “California Dreaming: Myths of the Golden Land” (7-10); Lopez (11-16) In class: Intro discussion on course theme, understanding writing feedback
3	Feb. 8	Reading: Canvas Selections In class: Discuss Unit 1 theme, CA songs Canvas Response due by beginning of class
3	Feb. 13	Reading: Understanding Rhetorical Situations (17-26), Generating Ideas (27-39) In class: Introduction to the Writing Process, <i>distribute Out-of-Class Essay 1 prompt</i>
4	Feb. 15	Reading: Rawls (40-49), Didion (50-60), Purpose and Audience (60-70) In class: Perceptions of California, California Identity
4	Feb. 20	Reading: Gibbs & Bankhead (71-80), Yu (81-89), Hondagneu-Sotelo (90-103) In class: The immigrant experience in California Canvas response due by beginning of class
5	Feb. 22	Reading: Rose (104-111), English-Lueck (112-117), KQED (118-123) Writing to Analyze (114-126) In class: Identity as defined by place Out-of-Class Essay 1 Rough Draft due in class and on Canvas
5	Feb. 27	Reading: The Revision Process (127-139) In class: Thesis statement workshop, discussion on peer editing workshops, assign peer editing workshop groups Canvas response due by beginning of class
6	March 1	Reading: Group members’ rough drafts In class: Peer editing workshop
6	March 6	Reading: Defining Sustainability (140-155) In class: Unit 1 culminating discussion, reflective writing activity, intro discussion on Unit 2 theme, look ahead at rest of course schedule Out-of-Class Essay 1 Final Draft due in class and on Canvas
7	March 8	Begin Unit 2: Sustainability in California Reading: “(Mis)Managing California: Politics, Environment, and the State of the State” (156-164); Haslam (165-170); Reisner (171-175); Writing to Evaluate (176-191) In class: Region and agriculture, evaluative writing, <i>distribute Out-of-Class Essay 2 prompt</i>
7	March 13	Reading: Writing to Respond (192-199), Writing to Argue (200-219) In class: Writing to respond and argue activity Canvas response due by the beginning of class

Week	Date	Topics, Readings, Assignments, Deadlines
8	March 15	Reading: In-Class Essay Article In-Class Essay (Bring laptop or greenbook.)
8	March 20	Reading: Hanson (220-224), Creamer (225-228), Writing to Propose (229-236), Writing to Inform (237-243) In class: Writing to propose and inform discussion, In-Class Essay revision assignment instructions Canvas response due by beginning of class
9	March 22	Reading: In-Class Essay comments In class: In-Class Essay revision activity Out-of-Class Essay 2 Rough Draft due in class and on Canvas
9	March 27	SPRING BREAK – NO CLASS
10	March 29	SPRING BREAK – NO CLASS
10	April 1	Reading: Group members' rough drafts In class: Peer editing workshop
11	April 3	In class: <i>Twilight: Los Angeles</i> Out-of-Class Essay 2 Final Draft due in class and on Canvas
11	April 10	Begin Unit 3: Exporting California Reading: "Exporting Culture" (244-255), Allmendinger (On Canvas), Fine (256-262) In class: Hollywood fictions Canvas response due by the beginning of class
12	April 12	Reading: Polan (263-268), Lewis (269-274) In class: The burning of Los Angeles and Hollywood, <i>distribute Unit 3 Project Prompt</i> , pick project groups and topics Canvas response due by beginning of class
12	April 17	Reading: Evaluating and Synthesizing Information (275-290) In class: Synthesizing research into your writing, group work day, <i>distribute reflective essay prompt</i>
13	April 19	Reading: Group Articles (On Canvas) Group Discussion #1 Group Discussion #2 Unit 3 Project Group Proposals Due Canvas response due by beginning of class
13	April 24	In class: Proposal conferences and group work day
14	April 26	Reading: Group Articles (On Canvas) Group Discussion #1 Group Discussion #2 Canvas response due by beginning of class
14	May 1	Reading: Group Articles (On Canvas) Group Discussion #1 Group Discussion #2 Canvas response due by beginning of class
15	May 3	In class: Group work day Reflective Essay due in class and on Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
15	May 8	In Class: Unit 3 Presentations
16	May 10	In Class: Unit 3 Presentations
16	May 15	In Class: Unit 3 Presentations All students' Individual Essays due in class and on Canvas
Final Exam	May 22 7:15-9:30	Final: Reflective In-Class Essay (Bring laptop or greenbook.)