

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 17; Spring 2017

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Office Hours:	T 1:30-2:30, Wed 10:30-11:30, & by appointment
Class Days/Time:	English 1A Section 17 TTh 10:30-11:45
Classroom:	BBC 128
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE A2 Written Communication

Faculty Web Page and MYSJSU Messaging Some course materials such as syllabus, grades, and some of the readings will be posted on the Canvas. However, the “regular” course web site will hold everything, including the syllabus, schedule, assignments, readings, sample student papers, and other helpful things. General course updates and reminders will come to you by email through the MySJSU system. Please remember that you are responsible for keeping up with the course through these sites and systems to learn of any updates. My general site: <http://www.sjsu.edu/people/julie.sparks>. You can find your own course under “courses.”

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 Objectives (CLO)

Upon successful completion of the course, you 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 your own 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, and
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

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 Content

Writing: Writing assignments will give you 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 you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: ENGL 1A is also a reading course. *Reading is a crucial component of the class*, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your 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.

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. 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	Words	GELO	CLO	points	% of semester grade
writing history (reflection/analysis)	600-800	1-5	1-4, 6-9	25	2.5%
Rhetorical Analysis essay (revised)	600-800	1-5	1,2,4-9	25	2.5%
Profile Essay (rough draft + memo)	1400	1-5	1-9	0	0%
Profile Essay (final draft + memo)	1400	1-5	1-9	300	30%
Proposal Project (rough draft)	1400	1-5	1-9	0	0%
Proposal Project (Final draft + memo)	1400	1-5	1-9	300	30%
portfolio essay (final draft)	500	1-5	1-4, 6-9	150	15%
Proposal Presentation + Power Point	250-500	1, 3- 5	1,2,4-9	50	5%
Small assignments	varies	varies		150	15%

Required Texts

Main Textbook: *The Norton Field Guide to Writing, 4th edition*, by Richard Bullock ISBN-13: 9780393617368

Note: This is the main text, referred to as “text” on your schedule. You will need to bring it with you to class always.

Other Required Readings

Articles and excerpts from a wide variety of sources will be posted online (probably both on Canvas and the course site listed above, but check the latter first.) **It is very important that you read these before class AND bring them with you,** either on an electronic reader or (ideally) printed out so you can mark on them. Print double-sided if you can to save paper. In some cases I will require a printed version you can turn in.

Grading Policy

Students 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** (how well you say what you say). "Expression" includes mechanics like grammar, punctuation, and spelling, but that isn't the whole of it. Style, clarity, and conciseness also count.

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 but 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.

Classroom Protocol

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Academic Integrity The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit, **or submitting your own work that you wrote for another class**) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student submitting them, and they must be written only for this class unless otherwise specified. **Turnitin.com:** To receive credit, *all essays for this class must be submitted to Turnitin.com through Canvas*. Late submissions to Canvas will be penalized—especially if I have to ask more than once.

Professionalism and maturity: Perhaps this should go without saying, but students will be expected to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time and refraining from toying with electronic devices and chatting with buddies in class. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. We will be discussing some emotionally potent issues, so it will be important for us all to express ourselves carefully and try to keep our cool. Students who fail in this regard might be asked to leave the classroom.

Professionalism and maturity also mean you will take responsibility for coming to class every time, well prepared for class, and it means following directions and meeting deadlines. **Significant problems with this can and often does mean failure in the class.** More about this below.

Attendance and Participation: It is very important that students come to class, every time, and come prepared to participate. This means that reading assignments should be finished *before* the class period when they will be discussed, and that students should get to class on time to participate in the discussions, see the films, turn in homework, and/or take quizzes. There will be frequent, often unannounced in-class writing and workshops, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. **Poor attendance and weak participation will significantly reduce your learning experience and your grade.**

Absences: Due to the nature of a hands-on, skills-development class, **absences will be a very serious problem.** The most common reason students fail this class is that they don't show up regularly, and they don't realize how much they're missing or how far they've fallen behind because they don't know what is happening when they're gone. Whether it is arrogance, laziness, illness, or traumatic events beyond your control, the result is the same. Don't let this happen to you! When you absolutely must miss a class, contact a classmate and/or the prof to get caught up. (Rhetorical tip: when doing this, don't ask, "Did I miss anything?")

Late policy

No late homework: I realize everyone has emergencies now and then, but I have found that accepting late homework opens the door to chaos. Therefore: IN-CLASS WRITING CANNOT BE MADE UP. LATE HOMEWORK WILL NOT BE ACCEPTED, *NOT EVEN BY EMAIL OR CANVAS*. Late homework is any homework that arrives after class begins.

******Please do not ask for exceptions to these policies** because you put me in an awkward position and provoke the ire of your classmates. One reduced grade on an essay or a couple of missed homework assignments will not destroy your grade. Repeated lapses *will* damage your grade.

Late major assignments might be accepted but they are penalized Grades for late essays will be reduced a grade step (e.g. from B- to C+) for every day they are late, and one week late is the limit. This policy provides incentive to meet deadlines, which are even more crucial in the workplace than in school.

Procedures for turning in work: All assignments are to be submitted on paper (not just electronically) in class, at the beginning of class when they are due, unless I tell you otherwise. They are not to be slid under my office door or into my mailbox.

Extra Credit: I used to offer extra credit, but I have found increasingly that it brings out the worst in many students. Sorry. The focus should be on improving your skills, not gaining as many points as possible.

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

ENGL 1A section 17 Spring 2017 Course Schedule

Directions: Except for the first day, whatever follows “**Read**” is what we will discuss in class that day, so you should read it, bring it to class, and be ready to discuss (and be quizzed on) that reading that day. For instance, on T 1/31, you should have read pp. 1-24 and 243-248 in the text, The text is *The Norton Field Guide to Writing*. “*EW*” means the handbook: *The Everyday Writer*. Where it says “**DUE**,” that means whatever follows is due at the beginning of class where that appears. If you’re late, so is your paper. Where it says “**(online)**,” that means the reading is posted on the [course Web site](#) (not necessarily on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/26	Introduction to the Course, Pathways themes, brief in-class writing
2	T 1/31	Unit One: Introduction to Rhetorical Analysis <u>Read:</u> “Change is Never Easy, But It’s Possible” (online) and <u>text:</u> Reading Critically & rhetorically pp. 26-32
2	Th 2/2	Rhetorical analysis, continued: Ethos + Logos <u>Read:</u> “The young must lead on climate change” and “How to Prevent ‘Climate Refugees’” (online) and <u>text:</u> Summarizing and Responding pp. 33-39, and Stance 64-67 DUE: Writing History essay: (DSP) literacy narrative (submit to Canvas)
3	T 2/7	Rhetorical Analysis, continued Ethos + Pathos <u>Read:</u> Angelina Jolie and Ben Carson on Syrian refugee crisis (online) and <u>text:</u> Purpose and audience pp. 55-60
3	Th 2/9	Active and Rhetorical Reading <u>Read:</u> “Regrets of an Accomplished Child” and <u>text:</u> Developing Academic Habits of Mind pp. 16-22 + 45-52 DUE: <u>annotated argument homework</u> (annotate the “Regrets” essay)
4	T 2/14	Review Rhetorical Analysis, review. Show what you know in-class writing <u>Read:</u> “Travel as a Political Act” (online)
4	Th 2/16	Unit Two: The Profile Essay <u>Read:</u> text 224-234 + student sample (online)
5	T 2/21	Writing workshop for profile essays: asking good questions <u>Read:</u> text 251-254, “Martin Curriel: Jefferson Award” + other profiles of Martin (online)
5	Th 2/23	Workshop for profile essays: incorporating quotes <u>Read:</u> text 478-490+ Spartan Profiles (online) DUE: topic proposal for Profile Essay
6	T 2/28	The Site Visit element, description, dialogue <u>Read:</u> Excerpt from <i>Javatrekker: The Death Train</i> (online)
6	Th 3/2	Workshop for profiles: Structure, transitions <u>Read</u> text 233-4, 349 and “For Muslim Prom Queen, There’s No King” (online) DUE: 10-15 interview questions (must be TYPED)
7	T 3/7	Introductions & Conclusions <u>Read:</u> text 331-343 DUE: brief outline + “hook” for profiles
7	Th 3/9	Peer review workshop, profile essay DUE: <u>rough draft of profile essay (2 copies)</u> <u>Read:</u> text 306-312
8	T 3/14	Unit Three: Alternative Spring Break/Study Abroad Proposal <u>Read:</u> Alternative Spring Break/Study Abroad readings (online) <u>Read:</u> text pp. 235-244

8	Th 3/16	Brainstorming exercise: Alternative Spring Break/Study Abroad options DUE: Profile Essay packet: final draft, peer review sheet, rough draft, questions + memo (remember Turnitin.com)
9	T 3/21	<u>Choose Groups for Proposal projects, choose tasks</u> DUE: Brief project pitch—a place & purpose (bring 2 copies)
9	Th 3/23	Multi-modal presentations of ASB/FLP projects: Planning Proposals for multiple audiences DUE: brief topic proposals with individual members' tasks identified
10	T 3/28	*****Spring Break*****
11	T 4/4	Workshop on identifying stake-holders for a proposal ASB Proposal Group time: DUE: individual progress reports
11	Th 4/6	Workshop on researching a place, assessing claims/controversies about a place <u>Read:</u> “The Trouble with Dark Tourism” (online)
12	T 4/11	Workshop on assessing sources, bibliographies <u>Read:</u> text 469-472, 510-548 (skim)
12	Th 4/13	Drafting your arguments: claims and support DUE: detailed proposal audience analysis
13	T 4/18	Guest Speaker(s): Notes from the Field (date tentative)
13	Th 4/20	Conferences on ASB Proposals (by group)
14	T 4/25	<u>Peer review workshop, proposals</u> <u>Due:</u> rough draft of proposal + memo (2 copies)
14	Th 4/27	Unit Four: Introduce Portfolio/Reflection Essay Assignment , Begin film
15	T 5/2	Finish Film, discuss. DUE: Final draft Proposal + memo (remember Canvas)
15	Th 5/4	Multi-modal Presentations: workshop on using visuals, sound <u>Read:</u> 593-596, 607-615 DUE: film response
16	T 5/9	<u>Peer review workshop, Portfolio/Reflection essays</u> <u>Due:</u> rough draft of Portfolio
16	Th 5/11	Begin proposal presentations.
17	T 5/16	Continue proposal presentations.
	Final	Finish presentations Due: Portfolio Essay (remember Canvas)