

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 29, Spring 2017

Course and Contact Information

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Office Hours:	Tuesdays, 1:30-2:30; Thursdays, 11:00-12:00; by appointment
Class Days/Time:	Tuesdays and Thursdays, 3:00-4:15
Classroom:	Dudley Moorhead Hall 208
Prerequisites:	Directed Self-Placement
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Faculty Web Page

This course syllabus can be accessed on Canvas or downloaded from the English Department website: <http://www.sjsu.edu/english>. Major assignments will also be posted in Canvas. You are responsible for regularly checking Canvas to find course materials and to learn of any updates or changes to our schedule.

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.

In this section of ENGL 1A, we will focus on reading and writing about pop culture. Specifically, we will analyze what pop culture says about us: “No longer a mere cultural embellishment or ornament, popular culture now permeates almost everything we do even as it reflects back to us what we are becoming as a society and who we are” (Maasik and Solomon).

We will study various genres along with stages of the writing process such as organizing, drafting, editing, and revising. You will learn to communicate meaning clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will use throughout your life. This course is demanding, and I will expect a great deal of work from all of you; however, I am here to help you learn, and I hope you come away from this course with an increased appreciation for writing.

ENGL 1A Learning Outcomes (GELO)

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

Reading:

English 1A is a reading intensive course, and you will be required to complete reading assignments on a daily basis. 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. All reading must be completed by the beginning of each class period. Many of our in-class activities and major assignments will relate to the assigned selections. In addition, you must submit reader responses, which will be turned in periodically throughout the semester (as noted on the schedule).

Writing:

This is a composition course—every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. 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 because you will need to be able to perform well in timed writing situations, you will also write graded, in-class essays. ***You must complete all required essays to pass the class.***

Bring pens, green books, and a dictionary for in-class essays. ***These cannot be made up unless you have contacted me in advance.*** Out-of-class essays must be typed, double-spaced, and in 12-point, Times New Roman font. They must be in accordance with MLA citation guidelines. (We will have a class discussion on MLA formatting; additional information can be found in *The Norton Field Guide to Writing*.) Out-of-class essays will have specified minimum word counts that will be listed on the prompt sheets. Essays are due at the beginning of class on their due dates; in addition, all out-of-class essays must be uploaded to Canvas.

Workshops:

Workshops are an important part of the writing process; they give you the opportunity to get valuable feedback from your peers. Bring three copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

Multimodal Assignments:

Multimodal assignments involve written, visual, and oral components. You will complete one major multimodal assignment this semester—an interview project. This project will build up to your profile essay, so choose your interview subject carefully because you will have to spend a significant amount of time with this individual. The due date for this assignment is noted on the class schedule.

Reader Responses:

Reader responses are due periodically throughout the semester, as noted on the class schedule. These responses are journal entries in which you record analysis, thoughts, opinions, questions, and personal reactions to the texts. Each entry must be dated, and it must be a minimum of one full page (typed, double-spaced, with one-inch page margins). *To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.* Do not simply summarize plot—show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if your writing is unclear. *Reader responses will not be accepted late—no exceptions.*

Class Participation:

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. Absences and lateness will affect your grade because you will be missing class material and/or in-class activities. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary.

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>.

The assignments you encounter in this course will give you repeated practice in all phases of the writing process. The table below explains how the word count requirement will be met and distributed.

Assignment Word Count and Learning Goals:

Assignment	Word Count	GELO
Diagnostic Essay (in-class writing)	500	3,5
Literacy Narrative (out-of-class essay)	1200	2, 3, 5
Pop Culture Analysis (out-of-class essay)	1200	2, 3, 5
Rhetorical Analysis (in-class writing)	500	1, 3, 5
Interview Project (multimodal assignment)	500	2, 3, 4, 5
Profile (out-of-class essay)	1200	2, 3, 4, 5
Persuasive Argument (out-of-class essay)	1500	1, 2, 3, 4, 5
Portfolio Self-Reflection (in-class writing)	500	1, 2, 3, 4, 5
Reader Responses (out-of-class writing)	1000	1, 3, 4, 5

Required Texts

Textbooks:

The following textbooks can be rented or purchased at Spartan Bookstore. They are also readily available online through websites such as Amazon.com.

- Bullock, Richard. *The Norton Field Guide to Writing*, 4th Edition. ISBN 9780393264357
- Maasik, Sonia and Solomon, Jack. *Signs of Life in the USA: Readings on Popular Culture for Writers*, 8th Edition. ISBN 9781457670251

Other Required Materials:

- *English 1A Course Reader* (to be purchased at Maple Press)
- A college-level dictionary
- 2-4 large green books for in-class essays

Grading Policies

Department/University Grading Policies:

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g., B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. **In English 1A, you must earn a C- or higher to pass the class.**

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.

Late Policy:

I am a prompt person, so I expect the same from you. While major assignments will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your assignment is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays.

Grading Breakdown:

The following breakdown shows the percentage weight assigned to various class assignments.

Out-of-class essays (3 at 10% each + 1 at 15%)	45%
Final Portfolio and Self-Reflection Essay	20%
Multimodal Assignment	10%
Class Participation	10%
Reader Responses	10%
In-class essays (1 at 5% + C/NC Diagnostic)	5%

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Classroom Protocol

I expect you to be an active, engaged participant in the classroom. You will only be permitted to use computers, tablets, and/or cell phones during times when we are explicitly using electronics.

University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. <http://www.sjsu.edu/gup/syllabusinfo>

ENGL 1A, First-Year Writing, Spring 2017 Course Schedule

Reading assignments must be **completed** by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and on Canvas. **Bring the texts we are using for the day with you to class; always bring your course reader to every class session.**

SLU = *Signs of Life in the USA*; *NFGW* = *The Norton Field Guide to Writing*

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, January 26	Introductions, syllabus review, discussion about the diagnostic essay
2	Tuesday, January 31	Diagnostic Essay (in-class writing) Bring pens, green books, and dictionaries Maple Press Visit (Bring money to purchase the course reader.)
2	Thursday, February 2	Literacy Narrative Essay Assigned “Writing a Literacy Narrative” (<i>NFGW</i> 73-93)
3	Tuesday, February 7	“Interpreting Popular Signs: Androids and Zombies and Vampires, Oh My!” (<i>SLU</i> 12-16) “Narrating” (<i>NFGW</i> 419-427) “Describing” (<i>NFGW</i> 399-407)
3	Thursday, February 9	“The Semiotic Method” (<i>SLU</i> 8-12) “MLA Style” (<i>NFGW</i> 500-548) In-class MLA Review

Week	Date	Topics, Readings, Assignments, Deadlines
4	Tuesday, February 14	Literacy Narrative Essay DUE “Reading in Academic Contexts” (<i>NFGW</i> 10-32) “Purpose, Audience, Genre, Stance” (<i>NFGW</i> 55-67)
4	Thursday, February 16	Reader Response #1 DUE Pop Culture Analysis Essay Assigned “The Culture of American Film” (<i>SLU</i> 321-332) “Creating the Myth” (<i>SLU</i> 334-342)
5	Tuesday, February 21	“Generating Ideas and Texts” (<i>NFGW</i> 289-297) “Editing and Proofreading” (<i>NFGW</i> 313-317) “Why the West Loves Sci-Fi and Fantasy: A Cultural Explanation” (<i>SLU</i> 378-380)
5	Thursday, February 23	“The Thematic Paradigm” (<i>SLU</i> 450-458) “No Sympathy for the Devil” (<i>SLU</i> 465-470)
6	Tuesday, February 28	Pop Culture Analysis Essay Workshop (rough draft DUE—bring three copies)
6	Thursday, March 2	“Quoting, Paraphrasing, and Summarizing” (<i>NFGW</i> 478-490) “Acknowledging Sources, Avoiding Plagiarism” (<i>NFGW</i> 491-495) “ <i>The Butler</i> versus <i>The Help</i> : Gender Matters” (<i>SLU</i> 352-354) “The Offensive Movie Cliché That Won’t Die” (<i>SLU</i> 356-360)
7	Tuesday, March 7	Pop Culture Analysis Essay DUE “ <i>The Simpsons</i> , Hyper-Irony, and the Meaning of Life” (<i>SLU</i> 287-299)
7	Thursday, March 9	Reader Response #2 DUE Multimodal Interview Project Assigned “Out of Character: Wonder Woman’s Strength Is Her Compassion—What Happened?” (<i>SLU</i> 459-464) “The Social Networks” (<i>SLU</i> 315-318)
8	Tuesday, March 14	“Analyzing Texts” (<i>NFGW</i> 94-128) “ <i>Devious Maids</i> Skewers the One Percent” (<i>SLU</i> 312-314) “Reality Pawns: The New Money TV” (<i>SLU</i> 268-275)
8	Thursday, March 16	No Class—Instructor Conference Day

Week	Date	Topics, Readings, Assignments, Deadlines
9	Tuesday, March 21	Rhetorical Analysis Essay (in-class writing) Bring pens, green books, and dictionaries
9	Thursday, March 23	“Men’s Men and Women’s Women” (<i>SLU</i> 182-192) “Dove’s ‘Real Beauty’ Backlash” (<i>SLU</i> 194-197)
10	Tuesday, March 28	No Class—Spring Break!
10	Thursday, March 30	No Class—Spring Break!
11	Tuesday, April 4	Multimodal Interview Project DUE In-class Presentations Profile Essay Assigned “Profiles” (<i>NFGW</i> 224-234)
11	Thursday, April 6	In-class Presentations (continued)
12	Tuesday, April 11	In-class Presentations (continued)
12	Thursday, April 13	Reader Response #3 DUE “Students Addicted to Social Media” (<i>SLU</i> 403-406) “If We’re All So Sick of You, Facebook, Why Can’t We Quit You?” (<i>SLU</i> 407-409)
13	Tuesday, April 18	Profile Essay Workshop (rough draft DUE—bring three copies)
13	Thursday, April 20	Profile Essay DUE “The Daily You: How the New Advertising Industry Is Defining Your Identity and Your Worth” (<i>SLU</i> 228-234) “Straddling Online and Offline Profiles, Millennials Search for Identity” (<i>SLU</i> 500-503)
14	Tuesday, April 25	Persuasive Argument Essay Assigned “Arguing a Position” (<i>NFGW</i> 156-182) “Arguing” (<i>NFGW</i> 355-373)

Week	Date	Topics, Readings, Assignments, Deadlines
14	Thursday, April 27	“Evaluating Sources” (<i>NFGW</i> 469-472) “In Living Color: Race and American Culture” (<i>SLU</i> 538-549)
15	Tuesday, May 2	Persuasive Argument Essay Workshop (rough draft DUE—bring three copies)
15	Thursday, May 4	Reader Response #4 DUE “I Won. I’m Sorry.” (<i>SLU</i> 524-530) “American Dreams” (<i>SLU</i> 519-523)
16	Tuesday, May 9	Persuasive Argument Essay DUE
16	Thursday, May 11	Portfolio Assigned In-Class Portfolio Review
17	Tuesday, May 16	In-Class Portfolio Preparation Reflecting on Your Writing Identifying and Documenting Improved Skills
17	Thursday, May 18	Final Exam Period, 2:45-5:00 Portfolio DUE Self-Reflection Essay (in-class writing) Bring pens, green books, and dictionaries