

SAN JOSE STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE
ENGLISH 1A
FALL 2018, SECTIONS 14 (43007), FRIDAY 9:30AM – 12:15PM (DUDLEY MOORHEAD HALL 354)
SYLLABUS SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION

COURSE INFORMATION

Instructor: Dr. Shannon Hervey

Office Hours: Friday 12:15pm – 1:15pm

Office: TBA

Email: Shannon.hervey@sjsu.edu

Prerequisites: EPT of 147 or higher, passage of LLD 1 or 2

GE Category: Written Communication A2

TEXTS

All reading for this course will be found on our Canvas Course Website. The tradeoff for not having to purchase an overpriced textbook for this course is that you *must print course readings and bring them to class on the day they are assigned*. In other words, you *must* have internet/computer access and you *must* have access to a printer. Luckily, SJSU has a writing center and a library, both of which have computers and printers.

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.

SECTION DESCRIPTION

There are three quintessential “modes” for this course: 1) Reading, 2) Discussion, and 3) Writing. Together, we will create a community of thinkers and writers, developing our rhetorical awareness through close reading, careful listening, and thoughtful writing. Because the very foundation of this course is based on the premise that finely tuned critical thinking comes as a result of reading, discussion, *and* writing, students must engage meaningfully with all three of these modes in order to do well in this course.

This section of English 1A is organized around a series of readings and discussions pertaining to current critical issues. We will discuss the significance of shared or differentiated cultural experiences and how these experiences are portrayed in the world around us and to what result. Students will be asked to analyze the readings first through discussion and then through writing; through discussion, students will try out their ideas, share their points of view, challenge assumptions, and perhaps change their minds. Then, students will be asked to engage with these ideas in their writing in a variety of ways. Rather than the “final product,” the writing for this course will also be understood as a mechanism or practice that fosters deeper thinking and sharpens analytic abilities. In this way, we will understand writing as an exercise in critical thinking, not the final result.

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.

COURSE OBJECTIVES

GE Learning Outcomes (GELO)

Upon successful completion of this 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 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).

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

COURSE REQUIREMENTS

Major Papers: You will write four major papers for this course. In order to pass the course, you must turn in all four essays. (If you turn in three essays and receive an “A” on all three, but you fail to turn in the fourth paper, you will not pass this course). Each paper you write corresponds to a unit of study. At the end of each unit of study, you will turn in a portfolio of work that is made up of the final essay, drafts of the essay, homework leading up to the essay, and a metacognitive in-class essay. You are responsible for keeping track of all of your work and organizing this work into a single portfolio to be turned in at the end of each unit.

Homework, Reading & Participation: Even more so than many (or perhaps all) other university classes, composition courses require active student engagement both in and out of class in order to succeed. Students should spend *at least* 4-6 hours per week (and often perhaps even more) outside of class in preparation for our meetings. Your active involvement in the course must also extend to in-class participation. Come to class having already completed the reading assigned as homework the previous class day and having finished any assigned work. Be prepared to participate in class activities, ask questions, speak up, and actively engage with the course materials. Though I might briefly lecture when the situation warrants, many of our meetings will consist of class discussions and activities in which I expect all students to participate. It will be assumed that students who do not participate have not prepared for our class meeting and your overall grade will reflect this lack of engagement.

COURSE GRADING

In order to pass this class, you must receive a “C” or 72% or higher in the course. Grades will not be curved, nor will they be rounded up. There will be no extra credit. While I am happy to discuss graded essays, I ask that you come to office hours (rather than ask me before/after class).

Final Grade Breakdown:

A = 90 - 100

D = 60 - 72

B = 80 - 89

F = 59 and below

C = 72 - 79

Grade Breakdown:

Unit 1 Portfolio Theme: Current Racial and Ethnic Identity Politics in the US	Final Essay	150	15%
	Rough Drafts + Workshop	100	
	In-Class Essay Response	100	
	Reading Annotations	50	
	Revision Worksheets	50	
	Quizzes	50	
Unit 2 Portfolio Theme: Social Media, Technology, and Society	Final Essay	150	20%
	Rough Drafts + Workshop	100	
	In-Class Essay Response	100	
	Reading Annotations	50	
	Revision Worksheets	50	
	Quizzes	50	
Unit 3 Portfolio Theme: What's "Feminism," anyway?: Gender Equality	Final Essay	150	25%
	Rough Draft + Workshop	100	
	In-Class Essay Response	100	
	Reading Annotations	50	
	Revision Worksheets	50	
	Quizzes	50	
Unit 4 Portfolio Theme: Poverty, Prejudice, and the Class Divide in the US	Final Essay	150	30%
	Rough Draft + Workshop	100	
	In-Class Essay Response	100	
	Reading Annotations	50	
	Revision Worksheets	50	
	Quizzes	50	
Course Contributions	<p>This grade is dependent on a holistic grading of your class participation over the course of the entire semester. To ensure you receive all points, you should make a practice out of doing any/all of the following...</p>	<ol style="list-style-type: none"> 1. Come to class. 2. Come to class on time. 3. Share at least two thoughts with the class during discussion. 4. Refrain from distracting behavior (i.e. cell phone usage or falling asleep) 5. Engage meaningfully during peer workshop activities. 6. Ask meaningful questions (i.e. questions that haven't been answered yet). 7. Participate during small group work. 	10%
			100%

COURSE SCHEDULE

Subject to change at instructor's discretion

August 24	In Class Reading: President Obama's commencement speech at Howard University . Reading annotations required.
August 31	Reading due before class: "The Joy of Reading and Writing; Superman and Me," by Sherman Alexie. Reading annotations required. Reading due before class: "Letter to My Son," by Ta-Nehsi Coates. Reading annotations required.
September 7	Reading due before class: Two poems: "A Small Needfull Fact" by Ross Gay and "juxtaposing the black boy and the bullet" by Danez Smith. Reading annotations required.
September 14	Complete rough draft of essay 1 due in class. Printed. At least 4 pages and following the directions outlined in the Assignment Sheet found on Canvas.
September 21	Final Essay 1 Due. You must turn in your final essay to Canvas before class begins. Additionally, you must turn in a hard copy of your final essay along with the rough draft from last week as well as both of your revision worksheet. Lastly, you must turn in your reading annotations from this unit. All materials must be in the aforementioned order, well-labeled, and in a two-pocket file folder. Reading due before class: "Is Google Making Us Stupid?" by Nicholas Carr. Reading annotations required.
September 28	Reading due before class: "How Technology is Hijacking Your Mind – from a Magician and Google Design Ethicist" by Tristan Harris. Reading annotations required. Before Class: Visit the KQED link , read the short blurb introducing this 52 minute podcast and then listen to the podcast which discusses Dr. Robert Lustig's book, <i>The Hacking of the American Mind</i> . Reading annotations required.
October 5	Reading due before class: "Is Facebook making us lonely?" by Stephen Marche. Reading annotations required.
October 12	Complete rough draft of essay 2 due in class. Printed. At least 4 pages and following the directions outlined in the Assignment Sheet found on Canvas.
October 19	Final Essay 2 Due. You must turn in your final essay to Canvas before class begins. Additionally, you must turn in a hard copy of your final essay along with both rough drafts from last week as well as both of your revision worksheets. Lastly, you must turn in your reading annotations from this unit. All materials must be in the aforementioned order, well-labeled, and in a two-pocket file folder. Reading due before class: "There is No Unmarked Woman" by Deborah Tannen. Reading annotations required.
October 26	Reading due before class: "We Should All Be Feminists" by Chimamanda Ngozi Adichie. Reading annotations required.

	<p>Before class: Watch Beyonce’s music video, “***Flawless ft. Chimamanda Ngozi Adichi” . Viewing annotations required.</p>
November 2	<p>Reading due before class: “Professions for Women” by Virginia Woolf. Reading annotations required.</p>
November 9	<p>Complete rough draft of essay 3 due in class. Printed. At least 4 pages and following the directions outlined in the Assignment Sheet found on Canvas.</p>
November 16	<p>Final Essay 3 Due. You must turn in your final essay to Canvas before class begins. Additionally, you must turn in a hard copy of your final essay along with the rough draft from last class as well as your revision worksheet. Lastly, you must turn in your reading annotations from this unit. All materials must be in the aforementioned order, well-labeled, and in a two-pocket file folder.</p> <p>Reading due before class: “America demonizes its poor: Ronald Reagan, Sam Brownback and the myth of the ‘welfare queen’” by Sanford Schram and Joe Soss (link found on Canvas). Reading annotations required.</p>
November 23	<p>Thanksgiving Holiday</p>
December 7	<p>Reading due before class: Two essays. The first is, “America Can’t Fix Poverty Until it Stops Hating Poor People” by Arthur C. Brooks and John A. Powell. The second is, “Why do we think poor people are poor because of their own bad choices?” by Maia Szalavitz (both links on Canvas). Reading annotations required.</p> <p>Reading due before class: “Why Do Americans Still Hate Welfare?” by R.M. Schneiderman. Reading annotations required.</p>