

**San José State University**  
**Department of English & Comparative Literature**  
**ENG 1A, First-Year Writing, Section 15, Fall 2018**

**Course and Contact Information**

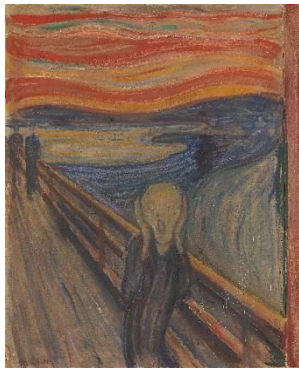
Instructor:	Rochelle Spencer
Office Location:	FOB (located in C2 on the SJSU Campus Map), Office 224
Telephone:	(area code) (telephone number)
Email:	rochelle.spencer@sjsu.edu
Office Hours:	Wednesdays, 3:00-5:00 pm, and Fridays, 12:30-1:30 pm
Class Days/Time:	Fridays, 9:30 am - 12:15 pm
Classroom:	Sweeney Hall 413
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication

**Faculty Web Page and MYSJSU Messaging (Optional)**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>.*

**Course Description (Required)**

English 1A is an introductory writing course that will help students understand the writing process. The course will also help students understand the different genres of writing. Furthermore, students will develop clear thinking and effective writing skills that will allow them to argue coherent and complex ideas. The theme for this section of ENG 1A is “fear”: What is it? How do we overcome it? Should we overcome it—or is it a necessary part of life?



Images, from left to right: “The Scream” is an 1893 pastel painting by Edvard Munch. These images represent our class theme, “fear.”

Source:

### **GE Learning Outcomes (GELO)**

Upon successful completion of this GE course, students will be able to:

- 1. demonstrate the ability to read and write rhetorically, **as demonstrated by in-class essays and final writing portfolio.**
- 2. demonstrate the ability to perform the essential steps in the writing process (invention, writing, and editing), **as demonstrated by final writing portfolio.**
- 3. demonstrate the ability to read actively, **as demonstrated by quizzes and final presentation.**
- 4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres, **as demonstrated by in-class essays, class discussions, and final writing portfolio.**
- 5. demonstrate an understanding of how to use secondary sources and how to cite those sources, **as demonstrated by final writing portfolio.**
- 6. demonstrate college-level language use, clarity, and grammatical proficiency in writing Library Liaison, **as demonstrated by in-class essays, class discussions, quizzes, and final writing portfolio and final presentation.**

### **Course Learning Outcomes (CLO) (Required)**

Upon successful completion of this course, students will be able to:

1. *Write, clear thesis-driven essays in a variety of styles.*
2. *Understand and communicate complex arguments written from a variety of perspectives.*

### **Required Texts/Readings**

All of your readings are online or available via Canvas. If you'd prefer hard copies, you will soon be able to purchase a Course Reader from Maple Press, 330 S 10th Street (408-297-1001). Please bring cash because they do not accept cards.

Because in-class writing is valued and students should be able to perform well in time writing situations, three essays shall be written in class. The final grade on these three essays will be an average of the in-class essay and the final portfolio submission. Last, all paper assignments will be in 12 point Times New Roman font, double spaced, and in MLA format.

•In-Class Essays: Three In-class Essays/Rough drafts (500-750 words each)

•Final Portfolio: Your portfolio should include a with a Reflective letter (500-750 words) and a Presentation Paper (500-750 words), and the Revision of Three In-class Essays (1500 to 2250 words)

•Quizzes/Midterm: Multiple short-answer Quizzes (250-500 words); the Midterm (500-750 words) will reference material from previous quizzes; the combination of in-class essays, final portfolio, presentation, and quizzes/midterm means that you will write more than 8,000 words this semester

*“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.”*

Final Examination or Evaluation will be given in the form of a Creative Presentation with a paper explaining how your presentation reflects the ideas in the course’s readings.

### **Grading Information**

In-Class Essays (30%): You’ll write three essays, each essay is worth 10%; Final Portfolio with Reflective Letter and Presentation Paper (30%): You’ll revise your essays and include them with a Reflective Letter and Presentation Paper Quizzes/Midterm (40%): You’ll take multiple quizzes, which will be worth 30%; the midterm will be worth 10%.

### **Classroom Protocol**

Be kind to each other and listen thoughtfully to each other, even when you disagree. Don’t text when someone else is speaking and try to refer to your classmates and instructor by name. If you have to miss a quiz or in-class writing assignment, it’s your responsibility to email the instructor to schedule a make-up. For that reason, try to be present for every class.

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

### **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 [Accessible Education Center](#) (AEC) to establish a record of their disability.

### **Helpful Links**

SJSU [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>

SJSU [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
Week 1	Wed., Aug. 22	Course Introduction
Week 2	Week of Aug. 27	Homework: Read “Lies, Fearmonging, and Fables: That’s Our Democracy” by George Monbiot <a href="https://www.theguardian.com/commentisfree/2016/oct/04/democracy-people-power-governments-policy">https://www.theguardian.com/commentisfree/2016/oct/04/democracy-people-power-governments-policy</a>  Vocabulary: <a href="#">Xenophobia</a> , <a href="#">Fear-mongering</a> , <a href="#">Ideology</a>  Classwork: Introduction to logical fallacies
Week 3	Week of Sept. 3 (no class Sept. 3; we meet Sept. 5)	Homework: Read “How to Become Less Afraid of Death” by Jeffrey Kluger: <a href="http://time.com/5159892/how-to-become-less-afraid-of-death/">http://time.com/5159892/how-to-become-less-afraid-of-death/</a> ; Read “When Mental Health is Mistranslated” by Nina Coomes: <a href="https://catapult.co/stories/column-mistranslate-yuutsu-when-mental-health-is-mistranslated">https://catapult.co/stories/column-mistranslate-yuutsu-when-mental-health-is-mistranslated</a>  Vocabulary: <a href="#">Flippancy</a> , <a href="#">Buffer</a> , <a href="#">Amalgam</a>  Classwork: Implied versus explicit thesis statements; language’s connotations and denotations
Week 4	Week of Sept. 10	Homework: Read “The Intersections of Urban Geography and Technology: What Progress Can Look Like” by Teju Adisa Farrar: <a href="https://medium.com/world-unwrapped/the-intersections-of-urban-geography-technology-what-progress-can-look-like-5f4fb87e712d">https://medium.com/world-unwrapped/the-intersections-of-urban-geography-technology-what-progress-can-look-like-5f4fb87e712d</a> ;  Read: “How Frightened Should We Be of A.I.” by Tad Friend: <a href="https://www.newyorker.com/magazine/2018/05/14/how-frightened-should-we-be-of-ai">https://www.newyorker.com/magazine/2018/05/14/how-frightened-should-we-be-of-ai</a>  Vocabulary: <a href="#">Veritable</a> , <a href="#">Ubiquitous</a> , Classwork: Exploring the Counterargument—should we fear technology?
Week 5	Week of Sept. 17	Homework: Read “Urgently Visible: Why Black Lives Matter” by Jeffery Renard Allen: <a href="http://evergreenreview.com/read/urgently-visible-jeffery-renard-allen/">http://evergreenreview.com/read/urgently-visible-jeffery-renard-allen/</a> ; Read Ismail Muhammad’s “Frank Ocean and the Black Male Body”: <a href="https://themillions.com/2016/10/frank-ocean-black-male-body.html">https://themillions.com/2016/10/frank-ocean-black-male-body.html</a>

		<p>Vocabulary: <a href="#">Problematic</a></p> <p>Classwork: Using metaphors</p> <p>In-Class Paper #1 for portfolio</p>
Week 6	Week of Sept. 24	<p>Homework: Read Dianca London's "To Be Young, Gifted, Black, Depressed, and Anxious"</p> <p><a href="https://electricliterature.com/to-be-young-gifted-black-depressed-and-anxious-cc4d896d47f9">https://electricliterature.com/to-be-young-gifted-black-depressed-and-anxious-cc4d896d47f9</a>;</p> <p>Read the Interview with Victoria Chang:</p> <p><a href="https://www.kenyonreview.org/conversation/victoria-chang-2/">https://www.kenyonreview.org/conversation/victoria-chang-2/</a></p> <p>Vocabulary: <a href="#">Solace</a>, <a href="#">Elegy</a></p>
Week 7	Week of Oct. 1	<p>Homework: Read "Why We Invented Monsters" by Paul A. Trout:</p> <p><a href="https://www.salon.com/2011/12/03/the_evolution_of_monsters/">https://www.salon.com/2011/12/03/the_evolution_of_monsters/</a></p> <p>Class Discussion: Othering and "Alien" Lyrics from Bobby</p> <p>Vocabulary: <a href="#">Atavistic</a>, <a href="#">Salient</a></p>
Week 8	Week of Oct. 8	<p>Homework: Read "Fighting Two Wars" by Rafael Alves Azevedo:</p> <p><a href="http://sequart.org/magazine/56503/fighting-two-wars-george-a-romero-night-of-the-living-dead/">http://sequart.org/magazine/56503/fighting-two-wars-george-a-romero-night-of-the-living-dead/</a></p> <p>Vocabulary: <a href="#">Subversive</a>, <a href="#">Pessimism</a></p> <p>Film: <i>Night of the Living Dead</i></p>
Week 9	Week of Oct. 15	In-Class Paper #2 for portfolio
Week 10	Week of Oct. 22	<p>Homework: Read, "Nihilism in Black America" by Cornel West</p> <p><a href="http://tparent.net/West_NihilisminBlackAmerica.pdf">http://tparent.net/West_NihilisminBlackAmerica.pdf</a></p> <p>Vocabulary: <a href="#">Nihilism</a></p>
Week 11	Week of Oct. 29	Conferences/Possible Field Trip

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Week	Date	Topics, Readings, Assignments, Deadlines
Week 12	Week of Nov. 5	In-Class Paper #3 for portfolio
Week 13	Week of Nov. 12 (Veteran's Day)	Homework: Work on Portfolio and Study for the Midterm
Week 14	Week of Nov. 19	Midterm
Week 15	Week of Nov. 26	Homework: Read Alexander Chee's <a href="https://themorningnews.org/article/the-querent">https://themorningnews.org/article/the-querent</a> Vocabulary: parapsychology ; define <u>querent</u>
Week 16	Week of Dec. 3	Class Review and " <a href="#">Living Dangerously</a> "
Week 17	Week of Dec. 10	Last Day of Instruction: Portfolios and Presentations
Week 18	Week of Dec. 17	Grade Submission and Final Conferences