

San José State University
Department of English and Comparative Literature
English 1A: First-Year Writing, Section 68, Fall 2018

Course and Contact Information

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| Instructor: | Jillian Murphy | |
| Office Location: | Faculty Office Building, room 221 | |
| Telephone: | 408.924.5079 | |
| Email: | Jillian.Murphy@sjsu.edu | **please contact me by email** |
| Office Hours: | MW 2:45-3:45 and by appointment | |
| Class Days/Time: | MW 1:30pm-2:45pm | |
| Classroom: | Sweeney Hall 413 | |
| Prerequisites: | <i>Reflection on College Writing</i> | |
| GE/SJSU Studies Category: | GE Area A2 Written Communication I | |

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course website. You are responsible for regularly checking Canvas and the messaging system through MySJSU to learn of any updates.

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.

This Course: What is technology? In our current age of innovation, do we embrace new technological advancements unquestioningly? Could we slow them down if we wanted to? We will explore technology's impact on our lives, our society, and even on the ways we read and write. Work in this class will encourage us to not only probe the possibilities of questions asked by others, but to ask our own questions and seek answers through research and discussion.

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.

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 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.

This class will also include informal writing tasks that will give you focused practice with the skills or topics most relevant to the classwork at that point in the course. **These informal assignments will contribute to your participation and homework grades and can not be made up if missed.**

Reading: ENG 1A is also a reading course. Reading is a crucial component of the writing process: you must read effective writing to become effective writers. Reading assignments may be added or removed (with notice) based on our needs as a group. All reading must be completed **before** class, and all students should come prepared with the text every day.

Workshops: Workshops give us a chance to collaborate and share feedback on our writing to grow individually and as a group. **If you miss a workshop without ***prior*** approval from your instructor, the final draft of your essay will be graded down one letter grade. Students that bring rough drafts that are deemed incomplete (significantly under word count) will not get credit for the workshop.**

Print **two copies** of your essay draft to bring to each workshop. They must be **double-spaced** and **stapled**.

Final Evaluation: Your final assignment will be a writing portfolio with your work from this first semester, to be compiled and turned in on Canvas. There are four elements to the writing portfolio:

1. A brief self-reflection essay
2. An appendix referencing assignments that support the reflections in the essay
3. The critical essay from your Reflection on College Reading and Writing
4. A full final draft of an essay

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 cultural backgrounds, socio-economic backgrounds and genders.

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.

You will get specific descriptions for our assignments throughout the semester as they are assigned, and we will discuss each in class.

| Assignment | Word Count | GELO | Percentage of Course Grade |
|---|------------------------|---------------|----------------------------|
| Analysis | 1300 (+1300 materials) | 1, 2, 3, 4, 5 | 20% |
| Argumentative | 1500 (+1500 materials) | 1, 2, 3, 4, 5 | 20% |
| Multimodal (w/script) | 700 (+ 900 materials) | 2, 3, 4, 5 | 20% |
| Portfolio Self-Reflection Essay | 500 (+500 materials) | 1, 2, 3, 4, 5 | 10% |
| Homework Assignments (out of class) | 1000+ | 1, 2, 3, 4, 5 | 10% |
| Participation (including in-class daily writing) | 1000+ | 1, 2, 3, 4, 5 | 20% |

Grading Information

Grading Policy

All work must be submitted on time, before the beginning of the class period. If an emergency arises, you must contact me before the deadline to establish a new due date at my discretion. **Work turned in during or after our class period on the date it was due will be graded down half a letter grade. Unexcused late work will be graded down a full letter grade for every day it is late. Assignments turned in more than a week after the due date will earn a “0.”**

All take-home assignments must be submitted online via Canvas before the start of class. Participation will be scored based on your contributions to the learning we do together as a class each day, including warm-up writing, discussions, group work and in-class activities.

Determination of Grades

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. **To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A.**

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.

Classroom Protocol

As college students, you are responsible for your success in this course. In order to most improve your writing and grade, you should be present for class on-time, attentive to instruction, engaged in discussions and activities, and caught-up with all coursework. Participation is key to our collaborative learning environment, so I expect you to be civil and respectful toward myself and the other students in the class.

We will be writing and reading in every class, so bring the necessary materials to every meeting. Laptops, tablets and smart devices will be used every day as tools for word-processing and research during in-class activities. Engage with these tools responsibly and appropriately; if they become a distraction or interruption, I reserve the right to suspend their use as necessary.

Please note: sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](#) at www.sjsu.edu/gup/syllabusinfo/.

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.

Required Texts

Our class will engage a wide variety of texts from a wide variety of voices. Assigned texts will be uploaded to Canvas or linked in the syllabus. Be prepared to discuss and engage these texts in every class, accessing them either on your technology of choice or by printing them out and bringing them with you.

You will also be assigned one documentary “text.” You can access this films on the streaming site **Netflix**, or purchase a “streaming pass” through the documentary’s official website.

Other Readings

Excelsior Online Writing Lab, found online at owl.excelsior.edu

You will locate and evaluate other readings as needed for classwork and essays.

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|----------------|
| 93% - 100% = A |
| 90% - 92% = A- |
| 87% - 89% = B+ |
| 83% - 86% = B |
| 80% - 82% = B- |
| 77% - 79% = C+ |
| 73% - 76% = C |
| 70% - 72% = C- |
| 67% - 69% = D+ |
| 63% - 66% = D |
| 60% - 62% = D- |
| 0% - 59% = F |

Technology Requirements

You will need regular access to a computer or smart device with internet access for readings, homework and in-class writing. You will also need to be able to access Canvas not only for readings and assignments, but for important announcements from the instructor. For information about rentals, see the “resources” information below.

Resources

Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: www.sjsu.edu/writingcenter.

Technology: SJSU offers a variety of options for free access to technology on campus. The IT Service desk lab in CL 102 has over 40 computers with dozens of programs you can use for multimodal or creative assignments. The Library also has computers that you can use for free for word processing and internet access, as well as free equipment loans at Student Computing Services on the fourth floor.

SJSU Counseling Services: The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

English 1A: First-Year Writing, Section 68, Fall 2018 Course Schedule

The focus of our class is your improvement, so I reserve the right to change the schedule with fair notice in order to best fit the needs of the class. Make sure to bring the day's texts and all relevant materials to class every day.

Assignments are listed below on their due dates.

Complete all reading and turn in homework on Canvas before the start of class.

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------------------------|---|
| 1 | Wednesday August 22 | Introduction, syllabus review |
| 2 | Monday August 27 | Read: Hy, "How to Make Better Use of Everything You Read." |
| 2 | Wednesday August 29 | Homework Due: Upload Reflection on College Writing (RCW) to Portfolio Read: Urban, "Neuralink and the Brain's Magical Future." Assigned: Analysis Essay |
| 3 | Monday September 3 | <i>No Class. Happy Labor Day!</i> |
| 3 | Wednesday September 5 | Due: Analysis Essay Proposal Read: Bachman, "The Lonely Future of Buying Stuff." |
| 4 | Monday September 10 | Homework Due: Brief Analysis Read: Abebe et. al, "25 Songs That Tell Us Where Music is Going." |
| 4 | Wednesday September 12 | Due: Analysis Essay Rough Draft In Class: Peer-Review Workshop Print two copies of your essay draft to bring to each workshop. They must be double-spaced and stapled . |
| 5 | Monday September 17 | Read: French, "Your New Best Friend: AI Chatbot." |
| 5 | Wednesday September 19 | Read: Mullin, "Gene Therapy 2.0." |
| 6 | Monday September 24 | Read: Giles, "Hacking Back Makes a Comeback — But It's Still a Really Bad Idea." |
| 6 | Wednesday September 26 | Due: Analysis Essay Final Draft Assigned: Argumentative Essay |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-------------------------|--|
| 7 | Monday October 1 | Due: Argumentative Essay Proposal Read: Kolhatkar, “Welcoming Our New Robot Overlords.” |
| 7 | Wednesday October 3 | Read: Sydell, “We Tracked Down A Fake-News Creator In The Suburbs. Here’s What We Learned.” |
| 8 | Monday October 8 | ***** ONLINE LESSON ***** Follow directions on Canvas to make discussion board posts. We will not meet in class together on this day! I will be available by email. |
| 8 | Wednesday October 10 | Due: Argumentative Essay Rough Draft In Class: Peer-Review Workshop Print two copies of your essay draft to bring to each workshop. They must be double-spaced and stapled . |
| 9 | Monday October 15 | Read: Bearman, “The Untold Story of Silk Road, Part 1.” |
| 9 | Wednesday October 17 | Homework Due: Class Essay Read: Bearman, “The Untold Story of Silk Road, Part 2.” |
| 10 | Monday October 22 | Read: Peck, “Blockchains: How They Work and Why They’ll Change the World.” |
| 10 | Wednesday October 24 | Due: Argumentative Essay Final Draft Assigned: Presentation |
| 11 | Monday October 29 | Due: Presentation Proposal Read: Hook, “Uber: The Uncomfortable View From the Driver’s Seat.” |
| 11 | Wednesday October 31 | Watch: <i>Killswitch</i> . Dir. Ali Akbarzadeh. You can access this film on the streaming website Netflix.com, or purchase a streaming pass online. |
| 12 | Monday November 5 | Homework Due: Analyze a Meme. Read: Lewis, “1/n. If you are an academic you probably get spammed by predatory journals rather a lot. And if you are anything like me it probably gets a little annoying sometimes.” Twitter Thread. |
| 12 | Wednesday November 7 | Due: Presentation Rough Draft In Class: Peer-Review Workshop Print two copies of your essay draft to bring to each workshop. They must be double-spaced and stapled . |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|--|---|
| 13 | Monday November 12 | <i>No Class. Happy Veteran's Day!</i> |
| 13 | Wednesday November 14 | Read: Stein, "Millennials: The Me Me Me Generation." |
| 14 | Monday November 19 | Watch: Von Ahn, "Massive-Scale Online Collaboration." Bilyeu, "Simon Sinek on How to Get People to Follow You." <i>Inside Quest.</i> |
| 14 | Wednesday November 21 | Homework Due: Hidden Brain Brief Presentation. Listen: Hidden Brain |
| 15 | Monday November 26 | Watch (Optional): Ted Talks on Public Speaking In Class: Presentations |
| 15 | Wednesday November 28 | In Class: Presentations |
| 16 | Monday December 3 | In Class: Presentations Assigned: Portfolio and Self-Reflection |
| 16 | Wednesday December 5 | Preparing portfolios |
| 17 | Monday December 10 | Due: Portfolio Reflection Rough Draft In Class: Peer-Review Workshop Print one copy of your essay draft to bring to the workshop. It must be double-spaced and stapled . |
| Final Exam | Wednesday December 12 12:15 - 2:30 | Portfolio and Self-Reflection Essay Due on Canvas Remember they must be submitted in **two places** |