

**Santa José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 70/73, Fall 2018**

Class Days/Times	Section 70: Mon. & Wed. 9-10:15am Section 73: Mon. & Wed. 10:30-11:45am
Classroom	Boccardo Business Center 205
Instructor	Helen Meservey
Email	<a href="mailto:helen.meservey@sjsu.edu">helen.meservey@sjsu.edu</a>
Phone	408.924.4323
Office	Faculty Office Building 108
Office Hours	Mon. & Wed. 2-3pm and by appointment
Prerequisite	Reflection on College Writing

**Welcome to English 1A!**

ENGL 1A is an introductory writing course designed to help you understand the writing process and the goals, dynamics, and genres of written communication. Through the 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.

**Required Texts**

- *English 1A—Section 70/73 Course Reader*, available at Maple Press, 330 S.10th St., San José, CA 95112
- *On Writing Well: The Classic Guide to Writing Nonfiction*, by William Zinsser, available at Spartan Bookstore and elsewhere. Note: Campus bookstore has 30th anniversary edition, but you may use any of the many earlier editions.
- Excelsior Online Writing Lab, <https://owl.excelsior.edu>

- Other readings as assigned

### **English 1A GE 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 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.

### **English 1A Course Content**

#### **Diversity**

SJSU studies include an emphasis on diversity. You will engage integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public discourse. Readings for the course include writers of diverse age, heritage, gender, and socioeconomic background.

#### **Writing**

ENGL1A classes require multiple out-of-class essays. Writing assignments give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires you to produce a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. Essays must be submitted in proper format: 12-point Times New Roman font, double spaced, and in MLA format.

#### **Reading**

There will be a substantial amount of reading for this class, some of which will come from assigned texts (see below) and some of which will be from sources you locate.

#### **Final Portfolio**

At the end of the semester, you are required to turn in a portfolio that consists in part of selected examples of writing you produced for our class. Detailed instructions are posted on Canvas, and we will discuss this project throughout the semester.

### **English 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. This means you should expect to invest no fewer than nine hours per week in your English

1A studies. Learn more about student workload in University Policy S12-3; see <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Specific details for each assignment below will be posted to Canvas.**

- 3 formal essays
- 4 reflections on required reading
- 5 discussion posts
- 1 midterm exam
- 1 presentation
- 1 final portfolio

### Assignment Word Count and Learning Goals

Assignment	Total Words	Total Points	% Grade	GELO
formal essay (3)	3,000 (plus revisions)	450	45	1, 2, 3, 4, 5
reading response (4)	2,000	200	20	1, 2, 3, 4, 5
discussion posts (5)	500	100	10	2, 3
portfolio (includes final reflection)	500	100	10	1, 2, 4, 5
midterm (1)	na	100	10	1, 2, 3, 4
presentation (1)	na	50	5	1, 2, 3, 4, 5

**Total point value for the course is 1,000. Course grades are calculated using the following scale:**

94% - 100% = A	84% - 86% = B	74% - 76% = C	64% - 66% = D
90% - 93% = A-	80% - 83% = B-	70% - 73% = C-	60% - 63% = D-
87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	0% - 59% = F

## **Grading Policy**

To receive full credit, essays and reading responses must be submitted on time—at the start of class—on the posted due date. Please note that no unexcused late work will be accepted. If you cannot make a deadline, you must contact me BEFORE THE DUE DATE.

***NB: Essay drafts, reading responses, and discussion posts are due via Canvas: final drafts must be printed and turned in in class on the due date. See details in Assignments tab on course navigation.***

Peer workshops are mandatory (see course schedule): if you miss a mandatory workshop day or fail to bring printed drafts to workshop, your grade for that essay will be scaled down a half letter grade.

Note: Students must receive a C- grade or higher to pass the class. If you are an UGRM in English, you must earn a D- or higher in English 1A to clear remediation.

Requirements for particular assignments vary, but in all cases essay grades reflect the paper's effectiveness, which is broken down into three major areas: **content** (this includes maturity and sophistication of thought), **organization**, and **expression**. Below are criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It shows the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It responds to the topic suitably and may contain some grammatical, mechanical, or usage errors.

A “C” essay completes the requirements of the assignment, but it shows weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay neglects 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**

In English 1A, much of the learning happens in class. Therefore, it is imperative that you attend class every day and participate in class activities and discussions. Class participation entails: (1)

demonstrating that you've completed the readings, (2) contributing to discussions, and (3) completing in-class assignments, which include occasional writing in response to prompts. Electronic resources such as laptops, tablets, and smartphones may be used during class to compose some assignments, take notes, access course materials on Canvas, refer to a dictionary or thesaurus, or capture images of curriculum on white board. Please be sure that ringers, buzzers, bells, and alarms are turned OFF during class.

**University Policies**

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be referenced at <http://www.sjsu.edu/gup/syllabusinfo/index.html>. You are also advised to visit the Frosh English webpage at [http://www.sjsu.edu/english/frosh/pro-gram\\_policies](http://www.sjsu.edu/english/frosh/pro-gram_policies).

**Canvas Support**

If you need technical support with Canvas, please click the "Help" button in course navigation (left side menu bar of Canvas screen). From there, you can access a list of resources. Please check the Guide on How to get help with Canvas.

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**NB: Reading assignments should be completed before class convenes on the noted date. For example, students should read “A Way of Writing,” by William Stafford and “Shitty First Drafts,” by Anne Lamott before class meets August 29 (8/9, below).**

**ENGL 1A: First-Year Writing, Section 70, Fall 2018 Course Schedule**

		CR = Course Reader; OWW = <i>On Writing Well</i> ; OWL = owl.excelsior.edu
<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
<b>1</b>	8/22	Introduction Welcome, Syllabus, Agency
<b>2</b>	8/27	<b>Discussion Post 1</b>  READ: “Claiming an Education,” by Adrienne Rich
<b>2</b>	8/29	<b>Reading Response 1</b>  READ: “A Way of Writing,” by William Stafford; “Shitty First Drafts,” by Anne Lamott
		<b>Narrative</b>

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<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
<b>3</b>	9/3	<b>No Class—Labor Day</b>
<b>3</b>	9/5	<b>Peer Review 1: Narrative Essay. Bring three (3) printed copies to class</b>  READ: CR: Norton on Narrative; “Making Roof Tiles in Peru,” by Don George; “Orange Crush,” by Yiyun Li
<b>4</b>	9/10	<b>Discussion Post 2</b>  READ: CR: Norton on Writing Process; “Momento Mori” and “Getting Lost,” by David Sedaris
<b>4</b>	9/12	<b>Narrative Essay Draft due on Canvas</b>
<b>5</b>	9/17	READ: CR: Using Narration as an Expository Technique; OWW “Style” and “The Audience”
<b>5</b>	9/19	<b>Narrative Essay due in class</b>
<b>Argumentation</b>		
<b>6</b>	9/24	READ: Norton on argumentation; OWW “Unity”
<b>6</b>	9/26	<b>Reading Response 2</b>  READ: OWW “Clutter” and “Simplicity”
<b>7</b>	10/1	Visit from the Writing Center: “How to write a Killer Introduction”  READ: CR: Norton on Thesis Statements; NYT op-eds
<b>7</b>	10/3	<b>Peer Review 2: Argumentation Essay. Bring three (3) printed copies to class</b>
<b>8</b>	10/8	<b>Discussion Post 3</b>  READ: CR: Writing Arguments
<b>8</b>	10/10	<b>Argumentation Essay Draft due on Canvas</b>
<b>9</b>	10/15	TBD
<b>9</b>	10/17	<b>Argumentation Essay due in class</b> Midterm Preview
<b>10</b>	10/22	<b>Midterm Exam</b>
<b>Analysis and Visual Rhetoric</b>		
<b>10</b>	10/24	<b>Reading Response 3</b>  READ: CR: “The Politics of the Hoodie,” by Troy Patterson

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<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
<b>11</b>	10/29	<b>Discussion Post 4</b> READ: OWW “Bits and Pieces”
<b>11</b>	10/31	<b>Peer Review 3: Analysis Essay. Bring three (3) printed copies to class</b>
<b>12</b>	11/5	TBD
<b>12</b>	11/7	<b>Analysis Essay Draft due on Canvas</b>
<b>13</b>	11/12	<b>No Class: Veterans Day</b>
<b>13</b>	11/14	<b>Analysis Essay due in class</b> Reflection Essay and Portfolio Preview
<b>Reflection and Portfolio</b>		
<b>14</b>	11/19	<b>Reading Response 4</b>
<b>14</b>	11/21	<b>No Class: Happy Thanksgiving!</b>
<b>15</b>	11/26	<b>Peer Review 4: Reflection Essay. Bring three (3) printed copies to class</b>
<b>15</b>	11/28	Presentations READ: OWW
<b>16</b>	12/3	<b>Reflection Essay Draft and Portfolio Workshop: in class</b> Presentations
<b>16</b>	12/5	Presentations READ: OWW
<b>17</b>	12/10	<b>Discussion Post 5</b> Presentations—and Cookies! <b>Last Class</b>
<b>Final</b>	12/12	<b>Reflection Essay and Final Portfolio due in Canvas: Section 70 and WAC</b> Presentations
<b>Congratulations! Enjoy the year-end break!</b>		

*Note: The above schedule is subject to change; any updates will be communicated with fair notice in class and via Canvas.*