

San José State University
Department of English and Comparative Literature
English 1A First-Year Writing (GE A2) Section 79 Fall 2018

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Office Hours: M & W 7:15—8:15 BBC 124

Class Days/Time: M & W 6:00—7:15pm **Classroom:** BBC 124 **Credits:** 3 credits

Prerequisites: Reflection on College Writing

GE/SJSU Studies Category: GE Area 2 Written Communication I

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

Satisfying EO 665

If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement.

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.

Section 79

**Human Talk: “The Post-human,” College Admissions Mania,
& Social Entrepreneurship**

In our section, *Human Talk*, we will engage a number of conversations, disagreements, discourses, concerns, and obsessions shared by many people in the U.S. (and beyond) in 2018. Through a “case study” approach, we will delve deeply into “the post-human,” college admissions mania, and social entrepreneurship; these three major investigations will ground your three major, formal projects. Additionally, we will engage several other discourses of your choosing. These chosen topics, articulated through a range of media and genre, will spur varied compositions on your part, which will comprise the bulk of your weighted, informal writing (aka “writing to learn”).

Among alphabetic text & other multimodal compositions, you will produce not less than 8,000 words for the course, 4,000 of which will be developed and revised. The best way to succeed in the course is to approach reading texts, viewing texts, listening to texts, speaking, composing, giving and receiving feedback, writing informally work, and writing formally, all with the same seriousness of attention.

Required Texts

To purchase or rent: One text

Critical Thinking, Thoughtful Writing 6th ed. John Chaffee Cengage Learning, 2009. *You are strongly encouraged to purchase (or rent) the e-version of the text.* VitalSource (vitalsource.com) is the recommended e-vendor; their platform has many useful tools. We will access VitalSource together during the 1st class meeting, and you will receive an overview of why it is the recommended vendor and platform. If you prefer the print version, that will work fine, too, but you’ll make this decision having seen the affordances of the e-text.

To access at no cost:

Note to Self podcast <http://www.wnyc.org/shows/notetoself>

Join host Manoush Zomorodi for your weekly reminder to question everything. Is your phone watching you? Can texting make you smarter? Are your kids real? These and other essential quandaries for anyone trying to preserve their humanity in the digital age.

Check out this episode: 10.10.17

<http://www.wnyc.org/story/replika-artificial-intelligence/>

***Kanopy* (& similar streaming sources, all free) for documentary films.**

Together, we will select some problems you are interested to investigate. You will explore these problem through documentary film, then compose multimodal texts whose purpose is to inform a general audience about the issue at hand, as well as to analyze it. You’ll also perform rhetorical analysis of the films themselves.

<https://www.kanopystreaming.com>

Other Required Materials & Actions

- *A laptop or tablet* on which you can comfortably access, download, read, compose, & upload texts.
- *Pens/ pencils, & paper/a notebook* for note-taking in class, freewriting, and other assignments.
- *A binder or multi-pocket portfolio* for hardcopies.
- *Keep current with the course in Canvas.* Canvas announcements will include updated assignments, class announcements, and other important information. Most assignments will be submitted via Canvas. Configure your alerts, notifications, calendar, e-mail, etc. in whatever way(s) will work best for you to keep up to date.
- *Have your cell phone off and away during class.* We’ll use electronic devices solely for course-related work during class.

Course Format

Classroom-based Course with Required Technology Enhancements

Students will need a home computer with dependable Internet connectivity to turn in some assignments, participate in occasional online workshops, and to access texts, out of class online updates, and enhancements for this mainstream course. Rare online meetings will be held in lieu of class meeting.

Canvas and MYSJSU Messaging

Course materials including files, embedded links, the syllabus, handouts, useful supplemental materials, and some assignment instructions supplementary to your course notes will be found in our Canvas site. *You are responsible for **regularly** checking our course site.*

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 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.

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing.

In response to your writing/composing, evaluative comments will be substantive, addressing both the quality of your analysis and the quality and form of your writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve. Such comments will *often* be given during class, in group settings, so that each writer may apply general principles of feedback that have been carefully chosen to benefit the full group. Such comments will also often be singular, that is, directed only to you, and visible only to you. It is crucially important to your success to attend to (and take notes on) both kinds of comments.

Reading: In addition to being writing intensive, ENGL 1A is also a reading course. You will read a variety of rhetorical and professional works on considered topics. All readings will include useful models of writing for academic, general, and specific audiences.

Diversity: SJSU studies include an emphasis on diversity. Readings for the course will include writers of different genders and from different socio-economic classes.

Final Exam: As part of your final experience in the course, you will create a semester portfolio and Reflective Analysis essay, due submitted as an e-portfolio on our final exam date. The e-portfolio “is” the final exam for the course. Specific directions for the e-portfolio will be given in class, and we will build the shells together in class. Please take care to note that our section has its own e-portfolio requirements; the program-wide ENGL 1A e-portfolio requirements will in essence be a subset of our requirements. At semester’s end, then, be sure that you are following our section’s assignment—not the assignment of your friend in another section.

Specific assignment criteria will be clear for each major assignment. The specific criteria will reinforce the most basic expression of the content/analytical task, as well as media, genre, style, length, format, and citations requirements. **The bulk of your understanding of any**

assignment will be developed, and built in stages, over several class meetings, and your notes will be the source of much of the content of each major, formal “case study,” as well as for the weighted, informal writing. Be sure to understand that a college level writing course does not offer one-line “prompts” asking for an expanded version of a five-paragraph essay; instead, you are writing at whole new levels of complexity, depth, and analysis. It is your course notes, and the assignments we will perform and review together in class, that will build your capacity to succeed in the full-length assignments. You will develop, synthesize, hybridize, revise, and arrange the “building blocks” begun in class, for each analysis.

Please note: You must turn in all assignments to pass the class, even though late assignments will not earn credit.

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. **The following are the criteria by which essays are typically evaluated in first-year writing courses:**

“**F**”: essay does not fulfill the requirements of the assignment.

“**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.

“**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.

“**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**” 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.

Over the years, students have expressed how helpful they find it to remember this: you don’t “start” with an A/excellence/perfection, and “lose points” from 100. Instead, you start with a blank slate, as a musician starts without yet forming a note, as an athlete starts each endeavor without her first sprint, basket, or goal ... you *build from the blank slate up to adequacy, or a C*, only when your text satisfies every aspect, every requirement of the assignment. You *build from adequacy up to strength, or a B*, only when every aspect, every requirement (or nearly every) of the text goes beyond satisfactory, being strong in some way. You *build from strength up to excellence, or an A*, only when every aspect, every requirement (or nearly every) of the text goes beyond strength, being strikingly exemplary.

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Assignments, Word Counts, Weights, and GELOs

Assignment	Word Count	% of Course Grade
Major/Formal Projects: 3 Case Studies	4000+ (total)	70%
Informal Assignments & Participatory Events	3500+	25%
Final Portfolio Project	500+	5%
		100%

Assignment	GELOs
Major/Formal Projects: 3 Case Studies	5, 4, 3, 2, 1
Informal Assignments & Participatory Events	4, 3, 2, 1
Final Portfolio Project	5, 4, 3, 2, 1

Major/Formal Projects will be assessed after multiple revisions with peer feedback. Grades on major/formal projects will reflect evident development and revision, quality of versions along the way, and quality of the final version, taking into context the given rhetorical situation.

All Other Assignments & Participatory Events will be assessed as composed/completed, and includes things like: coming to class with all assignments ready and thoughtfully completed; participating in discussion and peer editing; leading discussions and/or facilitating workshops as assigned; being in class on time and for the full class period; verbal exercises, reading, reading responses, free writes and other in-class writing, and exercises.

Final Portfolio Project— in the final portfolio, which will be electronic and will be submitted on Canvas, you will present a selection of your strongest major/formal projects, informal writing, and process/reflective writing. You will also contextualize the materials for your readers. You will receive a specific prompt and set of guidelines, and we will work together in the last week of class to compose the portfolios.

Attendance

Attendance itself does not factor into your course grade. However, most classes will include in-class work that is weighted and that will factor into your course grade as “Informal Assignments & Participatory Events.” Chronically arriving late, or missing excessive classes, will negatively impact both your work and our cohesion as a class, so please remember to think of the community of your peers as well as yourself, and do not disrupt our course by missing it, nor by entering it late. If you miss class or enter late, it is not possible to “make up” work done in class while you were not there to do it.

Late Work?

Late work is not accepted. All work is due complete and on time, to support your learning, keeping both you and the class on track. If you are in class without an assignment, find a way to make good use of your time and to participate as much as possible in what the class is doing. Please do not disrupt the class by asking what you should do; take the initiative to overcome your deficit and participate as fully as you can.

Manuscript Format

We will use MLA style for all major/formal written work (including versions along the way). We will not require a cover page, but we will always use an MLA style first page header, and running header, and will format in-text citations and Works Cited using MLA style.

Manuscript Format, cont’d.:

Font: 12-pt Times New Roman **Margins:** Standard 1-inch margins

Pagination: Yes **Spacing:** Double-spaced **Stapled:** Yes **Word Count:** If the assignment is given with a word count rather than a page count, include “Word Count: xxx” following the end of your prose.

Plagiarism/Academic Integrity

If you plagiarize, you will fail the assignment and possibly the course. Furthermore, 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/>.

Classroom Protocol

Be present. Respect others. Follow guidelines about devices, particularly about screens going down when we are attending to a speaker or text that does not require our screens.

Support for Your Work: Working with Me

We’ll be in class together twice a week, for over an hour. This contact offers us great opportunities to address your questions and to talk about whatever’s on your mind regarding assignments and approaches to them. The best place to ask your questions and seek support is in class, in person; or in office hours, in person. Almost certainly, if you have a question, someone else has it too; thus, when you ask in class, you help both yourself and others. Face to face, live conversation almost always beats distanced, asynchronous typing (e.g., email). Ask your questions in person whenever possible. On a class day, ask in class; if possible on a non-class day, hold your question until you can ask it in person, at the next class, or come to office hours. This behavior will enhance your learning.

Email is appropriate for seeking appointments outside of office hours, or informing me of anything urgent. I will do my best to respond to emails within 24 business hours. For questions about assignments, *always check your notes, or a classmate’s notes if you missed a class; the syllabus; and bCourses before emailing* – the answer is 99% of the time in one of those places. Email is not an appropriate way to fill in holes in your notes or your course attendance by asking your professor to go over content that was available in class.

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University Policies & Resources

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Support for Your Work: Student Technology Resources

Computer labs for student use are available in the **Academic Success Center** located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. **Computers are also available in the Martin Luther King Library.**

A wide variety of **audio-visual equipment is available for student checkout from Media Services** located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Support for Your Work: SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists are trained to assist all students at all levels within all disciplines to become better writers. 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](#).

Support for Your Work & Life: SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

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Weekly Schedule Begins Next Page

Weekly Course Schedule

Here is an outline of the progression of the course. Up-to-date, specific information and details of assignments will be available in *three* places:

- > On the board each day, start of class; reviewed at the end of each class
- > In your notes and in-class work from each day of class—this part is crucial
- > In Canvas, which we will count on you using/consulting regularly

Major reading assignments (“**Read**”) are due by the **start of class, Monday**.

Major/formal projects—our Case Studies (“**Compose/Submit**”)— are due not later than **11:59pm Fridays**; always submitted in Canvas.

“**On Canvas**”: *much* of our course work will be composed and developed online; much work will be submitted during class, and feedback given in class. We will also routinely access, evaluate, and choose websites and all manner of other online media, and then assign those texts as homework; also, smaller, informal texts, reading responses, and “building blocks” will be due in Canvas regularly. Check Canvas regularly.

“**Chaffee x**” = A given chapter (or chapters) in *Critical Thinking, Thoughtful Writing*. Many assignments within the text will be performed in class, as in-class writing; they will also be assigned and developed out of class. As nearly all assignments in Chaffee ask/allow us to bring in our own subjects and texts, it will be important that we make our decisions together about how to approach the assignments. Check your notes and Canvas for details of our smaller assignments; they will not be clear simply with page numbers, but they will be clear with your course notes and the work we will have done on the assignments together in class.

Week	Read	Compose/Submit	On Canvas
1 Aug 20			
2 Aug 27	Chaffee 1		As assigned; check
3 Sep 3*	Chaffee 2 *No class Monday Sep 3: read for Wed Sep 5		As assigned; check
4 Sep 10	Chaffee 3	Post-Human_1st Full	As assigned; check
5 Sep 17	Chaffee 3		As assigned; check
6 Sep 24	Chaffee 4		As assigned; check
7 Oct 1	Chaffee 5 + 6	Post-Human_DevRev	As assigned; check
8 Oct 8	Chaffee 7		As assigned; check
9 Oct 15	Chaffee 7	Mania_1st Full	As assigned; check
10 Oct 22	Chaffee 8 + 9		As assigned; check

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 ENGL 1A Fall 2018 Kremer

Week	Read	Compose/Submit	On Canvas
11 Oct 29	Chaffee 8 + 9		As assigned; check
12 Nov 5	Chaffee 11	Mania_DevRev	As assigned; check
13 Nov 12*	Chaffee 12	Going Green_1st Full	As assigned; check
	*No class Monday Nov 12: read for Wed Nov 14		
14 Nov 19*	Chaffee 12		As assigned; check
	*No class Wed Nov 21: Happy Thanksgiving Break		
15 Nov 26	Chaffee 13		As assigned; check
16 Dec 3	Chaffee 13	Going Green_DevRev	As assigned; check
17 Dec 10*		CONFERENCES—see schedule	
		*Note: Last day of classes	
18 “Final”		e-Portfolio	

Please note: All, or nearly all, weeks will include peer feedback, with forms ranging from “Reading/listening: No Response” to “Criterion-based Feedback.” **Learning how to ask for, and how to offer, meaningful, engaged, helpful feedback is a key component of our course.**