

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section # 06 (23416), Spring / 2018

Course and Contact Information

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| Instructor: | Amanda Emanuel Smith |
| Office Location: | FOB 219 |
| Telephone: | N/A |
| Email: | amanda.smith@sjsu.edu |
| Office Hours: | MW 12:30-1:30 |
| Class Days/Time: | F 9:30-12:15 |
| Classroom: | Boccardo Business Center 123 |
| Prerequisites: | Reflection on College Writing |
| GE/SJSU Studies Category: | GE Area A2 Written Communication I |

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.

Course Management Page and MYSJSU

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking 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.

Course Specific Description

In this course, we will explore myths about family, gender and equality using the widely-read anthology, *Rereading America: Cultural Contexts for Critical Thinking and Writing*. For each theme (family, gender, and equality), you will draft one in-class essay – the starting point for each of our three units, complete a number of readings, annotations and responses relevant to the theme, and compose a revised out-of-class essay. This class is both reading and writing intensive. By the end of the semester you will have read and annotated 18 essays and articles and completed 18 corresponding critical reading responses. Note that some reading responses will be submitted in Canvas BEFORE class, while others will be submitted in Canvas during class. You will also have written three in-class essays and three out-of-class essays and a short reflection essay. To succeed, you will need to keep up with the schedule and make it a priority to attend class. Please contact me immediately if at any point in the semester you feel you are falling behind.

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.

Assignment Word Count and Learning Goals

| Assignment | Word Count | GELO |
|------------------------|--------------------------|---------------|
| Reading Responses (18) | 250 each; 4,750 total | 1, 4 |
| In-class Essay #1 | 500 | 1, 5 |
| Out-of-class Essay #1 | 750 | 1, 2, 3, 4, 5 |
| In-class Essay #2 | 500 | 1, 5 |
| Out-of-class Essay #2 | 750 | 1, 2, 3, 4, 5 |
| In-class Essay #3 | 500 | 1, 5 |
| Out-of-class Essay #3 | 750 | 1, 2, 3, 4, 5 |
| Portfolio + Reflection | 500 | 3, 4, 5 |

Required Texts

Textbook

Rereading America: Cultural Contexts for Critical Thinking and Writing. Ninth Edition. Eds. Gary Colombo, Robert Cullen, and Bonnie Lisle. New York: Bedford/St. Martin's, 2013.

Other Readings

Any additional readings will be posted in Canvas.

Other technology requirements / equipment / material

You will need to bring *Rereading America* and a laptop for your reading responses to EVERY CLASS.

Grading Policy

- I will calculate course grades using a 1,000 point scale. The point values for each assignment are as follows:

| ASSINGMENT | POINT VALUE |
|-------------------------|----------------------------------|
| Reading Responses (18) | 10 points each; 180 points total |
| In-class Essay #1 | 80 points |
| Out-of-class Essay #1 | 150 points |
| In-class Essay #2 | 80 points |
| Out-of-class Essay #2 | 150 points |
| In-class Essay #3 | 80 points |
| Out-of-class Essay #3 | 150 points |
| Reflection (ePortfolio) | 130 points |

- Grades will be determined using the following chart:

| | | | | | |
|----------|----|---------|---|---------|----|
| 980-1000 | A+ | 921-979 | A | 900-920 | A- |
| 880-899 | B+ | 821-879 | B | 800-820 | B- |
| 780-799 | C+ | 721-779 | C | 700-720 | C- |
| 680-699 | D+ | 621-679 | D | 600-620 | D- |

Classroom Protocol

- I do NOT offer extra credit.
- Late work will NOT be accepted; it is therefore imperative that you come to class on time and prepared to work.
- Reading responses will be calculated at the end of the semester. You will receive 10 points for each COMPLETE response.
- In-class Essays are to be submitted in Canvas. In case of a **legitimate** reason for missing an in-class essay (verification may be required), you can make up ONE in-class essay during my office hour.
- Out-of-class Essays are to be turned in in Canvas. Do not email me electronic versions of your essays.
- You must receive a C- or higher to pass the course. If you find yourself struggling, please see me before it is too late. I want you to be successful in my class.
- Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](#).

Departmental Grading Scheme

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:

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.

Where You Can Go to Get Support as a Writer at SJSU: Resources for Composition Students

Part of becoming a successful writer is learning how and when to seek the support you need.

1.
 - **Peer Mentors: Dedicated Writing Support for Stretch English Students.** Some Stretch Instructors have requested a peer mentor for the section. A Stretch peer mentor is a fellow SJSU student trained to work with Stretch English students and instructor as part of the learning community of the classroom. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on and with. Your peer mentor will schedule appointments and workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.
2.
 - **SJSU Peer Connections** Peer Connections offers 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. There are three mentoring 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.
3.
 - **SJSU Writing Center** Located in Clark Hall, Suite 126, the Writing Center offers

appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter> . For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

University Policies

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>.

ENGL 1A, Spring 2018, Course Schedule

Please note that this is a tentative course schedule and is subject to change. “RR” is used to indicate “Reading Response.” All readings can be found in *Rereading America*, Ninth Edition.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|--|
| 1 | F 1/26 | <p>Course introduction: we will go over the syllabus, so you will need to bring a hard or soft copy to class.</p> <p>Part 1: Purpose, Audience and Organization In-class Essay #1: don't forget to bring your laptop! HW: Stephanie Coontz, “What We Really Miss About the 1950s” - RR#1. Read Gary Soto’s “Looking for Work” for RR #2.</p> |
| 2 | F 2/2 | <p>DUE: RR#1.</p> <p>Small and large group discussion (RR#1). In-class RR#2. Small and large group discussion (RR#2). HW: Melvin Dixon, “Aunt Ida Pieces a Quilt” – RR#3. Read Gerstel & Sarkisian’s “The Color of Family Ties” for RR #4.</p> |
| 3 | F 2/9 | <p>DUE: RR#3.</p> <p>Small and large class discussion (RR#3). In-class RR#4. Small and large group discussion (RR#4) & Visual Portfolio of American Families. HW: “Prop 8” and “Prop 8 Hurt My Family” – RR #5. Read Alex Williams’ “Quality Time, Rdefined” for RR #6.</p> |
| 4 | F 2/16 | <p>DUE: RR#5.</p> <p>Small and large class discussion (RR#5). In-class RR#6. Small and large group discussion (RR#5). PROMPT: Out-of-class Essay #1 HW: Theodore B. Olson, “The Conservative Case for Gay Marriage” – RR#6. Read Katherine S. Newman’s, “The Accordion Family” for RR #7.</p> |
| 5 | F 2/23 | <p>DUE: RR#6</p> <p>Small and large class discussion (RR#6) In-class RR#7 In-class activity: pre-writing for out-of-class essay #1. HW: Draft: Out-of-class Essay # 1.</p> |
| 6 | F 3/2 | <p>DUE: Draft: Out-of-class Essay #1 (3 copies). Workshop: Out-of-class Essay #1. In-class Essay #2 HW: Aaron H. Devor, “Becoming Members of Society” – RR#8.</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|---|
| | | Read: Jamaica Kincaid's "Girl" for RR #9. |
| 7 | F 3/9 | <p>DUE: RR#8. Small and large class discussion (RR#8). In-class RR#9. Small and large class discussion (RR#9). Feedback for draft: out-of-class essay #1. HW: Final: Out-of-class Essay #1. Kay Givens McGowan, "Weeping for the Lost Matriarchy" – RR#10. Read Joan Morgan's "From Fly Girls to Bitches and Hos" for RR #11.</p> |
| 8 | F 3/16 | <p>DUE: Final: Out-of-class Essay #1 Small and large class discussion (RR#10) & Visual Portfolio of Gender Identities. In-class RR#11. Small and large class discussion (RR#11). HW: Jean Kilbourne, "Two Ways a Woman Can Get Hurt" – RR#12. Read Jean Kilbourne's "Just Between You, Me, and My 622 BFFs" for RR #13.</p> |
| 9 | F 3/23 | <p>DUE: RR#12. Small and large class discussion (RR#12). In-class RR#13. Small and large class discussion (RR#13). PROMPT: Out-of-class Essay #2. HW: Michael Kimmel, "Bros Before Hos" – RR#14.</p> |
| 10 | F 4/6 | <p>DUE: RR#14 Small and large class discussion (RR#14). In-class activity: analysis of Candorville Comic (p. 489) In-class activity: prewriting for draft of out-of-class essay #2. HW: Draft: Out-of-class Essay #2. Vincent N. Parrillo, "Causes of Prejudice" – RR#15.</p> |
| 11 | F 4/13 | <p>DUE: Out-of-class Essay #2 (3 copies). RR#15. Workshop: Out-of-class Essay #2. Large class discussion: RR#15. In-class Essay #3. HW: Joyin C Shih, "Chyna and Me" – RR#16.</p> |
| 13 | F 4/20 | <p>DUE: RR#16 Small and large class discussion (RR#16) & Visual Portfolio of the Melting Pot. Feedback: Out-of-class Essay #2 PROMPT: Out-of-class Essay#3 In-class activity: brainstorming, prewriting for out-of-class essay #3. HW: Final: Out-of-class Essay #2. David Treuer, from "Rez Life" – RR#17. Read Ruben Martinez's "The Crossing" for RR #18.</p> |
| 15 | F 4/27 | <p>DUE: Final: Out-of-class Essay #2 RR#17</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------------------------|--|
| | | Small and large class discussion (RR#17). In-class RR#18. HW: Draft: Out-of-class Essay #3. |
| 16 | F 5/4 | DUE: Draft: Out-of-class Essay #3 (3 copies). Workshop Draft: Out-of-class Essay #3. PROMPT: ePortfolio RR Journal Check |
| | F 5/11 | Create ePortfolio Draft Appendix of Evidence and Reflection for ePortfolio HW: Reflection Essay |
| | TH 5/17 8:30 am FINAL | DUE: Out-of-class Essay #3 ePortfolio |