

San José State University
College of Arts and Sciences/ English Department
ENGL 1A: First-Year Writing, Section 15, Spring 2018

Course and Contact Information

Instructor:	Ariel Andrew
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Office Hours:	Mondays and Wednesdays 9:15-10:15 a.m. or by appointment
Class Days/Time:	Mondays and Wednesdays 10:30-11:45 a.m.
Classroom:	Clark Hall 316
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Format

Technology Intensive, Hybrid, and Online Courses (Required if applicable)

Students must have access to a laptop, tablet, or mobile to work within online forums during class. Students may borrow devices from Academic Technology Support. Visit <http://www.sjsu.edu/at/ms/index.html> for loan information. Students are also welcome to use their own devices.

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.

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.

- Revised individual writing assignments
- Discussion board writing assignments
- In-class writing assignments
- Reading assignments

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
textual analysis	750-1000	1, 2, 3, 4, 5
profile	750-1000	2, 3, 4, 5
research paper	1000-1500	1, 2, 3, 4, 5
argumentative essay	1000-1500	1, 2, 3, 4, 5
ePortfolio (including reflection)	~2000	1, 2, 3, 4, 5
discussion board posts and responses	500(5)= 2500	1, 3, 4, 5
in-class participation	-----	1, 2, 3, 5

Required Texts

Textbook

All required and supplemental materials are accessible on Canvas.

Other technology requirements / equipment / material

A laptop or tablet is required to access materials and write during class. If you don't own a personal device, here are your options to make sure you have the required materials during class:

1) Laptops and iPads can be checked out for free from the library.

<http://library.sjsu.edu/policies-procedures/computers-sjsu-laptop-and-ipad-loan-program-policy>

2) Laptops can be rented for daily or weekly fees. http://as.sjsu.edu/asptc/index.jsp?val=ptc_laptoprental

Grading Policy

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

Assignment	Word Count	% of Course Grade
textual analysis	750-1000	10%
profile	750-1000	10%
research paper	1000-1500	15%
argumentative essay	1000-1500	15%
ePortfolio (including reflection)	~2000	15%
discussion board posts and responses	500(5)= 2500	15%
in-class participation	-----	20%

- You may revise one of the major assignments (textual analysis, profile, research paper, and argumentative essay) to earn a better grade. For example, if you receive a D on the revised draft of your research paper, and you revise the paper to earn a B, I will replace the D grade with the B grade. Revised assignments must be submitted by the last day of class.
- I will deduct a letter grade for each class session a revised draft is late. For instance, if you turn in the second draft of your profile during the class meeting after the deadline, and you earn a B on the assignment, you will receive a C.
- You may not make up in-class activities and assignments. However, two “free” assignments are not factored into your participation grade. If you are present for every class period and complete all of the

in-class assignments, the completed “free” assignments will be extra credit. If we complete an in-class assignment and you miss it because you are late, you are not eligible to make up this assignment.

- You must receive a C- or higher to pass this course.

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.

Classroom Protocol

In-class participation is essential to excel in this course. Please be on time and engaged during each class. If you have to take a call, please step into the hallway. We will discuss topics of sensitive nature in this course, and disagreement will happen. Respect and patience is necessary. Behavior that threatens the learning environment and safety of the classroom will not be tolerated.

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>.

This link contains policy information relevant to Frosh English:

http://www.sjsu.edu/english/frosh/program_policies/index.html

ENGL 1A / Writing in Contemporary Contexts, Spring 2018, Course Schedule

This schedule is subject to change. Notice will be given on Canvas and in class.

**Readings should be read by the beginning of the class session on which they are listed.*

Course Schedule

Week	Date	Deadlines	Readings	In Class
1	W 1/24			<ul style="list-style-type: none"> class overview introductions
2	M 1/29		<ul style="list-style-type: none"> rhetoric tutorial 	<ul style="list-style-type: none"> rhetoric
2	W 1/31		<ul style="list-style-type: none"> textual analysis tutorial 	<ul style="list-style-type: none"> textual analysis
3	M 2/5		<ul style="list-style-type: none"> “Beyonce’s flower-filled pregnancy...” by Anne Midgette 	<ul style="list-style-type: none"> textual analysis
3	W 2/7		<ul style="list-style-type: none"> “The Most Interesting Man...” by Seth Stevenson 	<ul style="list-style-type: none"> textual analysis
4	M 2/12	<ul style="list-style-type: none"> discussion board 1 	<ul style="list-style-type: none"> Damore’s memo Lee’s analysis 	<ul style="list-style-type: none"> textual analysis
4	W 2/14	<ul style="list-style-type: none"> textual analysis rough draft 		<ul style="list-style-type: none"> revision peer review
5	M 2/19		<ul style="list-style-type: none"> “A thorough analysis of Cory Bernardi’s...” by Ben McLeay 	<ul style="list-style-type: none"> textual analysis
5	W 2/21	<ul style="list-style-type: none"> textual analysis revised draft 	<ul style="list-style-type: none"> profile tutorial 	<ul style="list-style-type: none"> profile
6	M 2/26		<ul style="list-style-type: none"> “The Art of the Steal” by Joshuah Bearman 	<ul style="list-style-type: none"> profile
6	W 2/28		<ul style="list-style-type: none"> “My Grandma the Poisoner” by John Reed 	<ul style="list-style-type: none"> profile
7	M 3/5	<ul style="list-style-type: none"> discussion board 2 	<ul style="list-style-type: none"> “From welfare to one of the world’s wealthiest...” by Rachel Gillett 	<ul style="list-style-type: none"> profile

7	W 3/7	<ul style="list-style-type: none"> ● profile rough draft 		<ul style="list-style-type: none"> ● peer review
8	M 3/12		<ul style="list-style-type: none"> ● “Dwayne Johnson for President” by Caity Weaver 	<ul style="list-style-type: none"> ● profile
8	W 3/14	<ul style="list-style-type: none"> ● profile revised draft 	<ul style="list-style-type: none"> ● research paper tutorial 	<ul style="list-style-type: none"> ● research paper
9	M 3/19		<ul style="list-style-type: none"> ● "Crushing Debt Affects Student Mental Health" by Robert T. Muller 	<ul style="list-style-type: none"> ● research paper
9	W 3/21		<ul style="list-style-type: none"> ● "How Global Warming..." by Brad Plumer and Nadja Popovich 	<ul style="list-style-type: none"> ● research paper
--	M 3/26	NO CLASS! (spring break)		
--	W 3/28	NO CLASS! (spring break)		
10	M 4/2	<ul style="list-style-type: none"> ● discussion board 3 	<ul style="list-style-type: none"> ● "Amid Opioid Crisis..." by Katie Thomas and Charles Ornstein 	<ul style="list-style-type: none"> ● research paper
10	W 4/4	<ul style="list-style-type: none"> ● research paper rough draft 		<ul style="list-style-type: none"> ● peer review
11	M 4/9		<ul style="list-style-type: none"> ● research paper/report of choice 	<ul style="list-style-type: none"> ● research paper
11	W 4/11	<ul style="list-style-type: none"> ● research paper revised draft 	<ul style="list-style-type: none"> ● argumentation tutorial 	<ul style="list-style-type: none"> ● argumentative essay
12	M 4/16		<ul style="list-style-type: none"> ● “Letter from Birmingham Jail” by Martin Luther King, Jr. 	<ul style="list-style-type: none"> ● argumentative essay
12	W 4/18		<ul style="list-style-type: none"> ● “When Community College is Free” by Juan Salgado 	<ul style="list-style-type: none"> ● argumentative essay
13	M 4/23	<ul style="list-style-type: none"> ● discussion board 4 	<ul style="list-style-type: none"> ● “The Trouble with Trade School” by David Leonhardt 	<ul style="list-style-type: none"> ● argumentative essay
13	W 4/25	<ul style="list-style-type: none"> ● argumentative essay rough draft 		<ul style="list-style-type: none"> ● peer review

14	M 4/30		<ul style="list-style-type: none"> • “How the N.C.A.A. Cheats Student Athletes” 	<ul style="list-style-type: none"> • argumentative essay
14	W 5/2	<ul style="list-style-type: none"> • argumentative essay revised draft 	<ul style="list-style-type: none"> • reflection tutorial 	<ul style="list-style-type: none"> • reflection
15	M 5/7	<ul style="list-style-type: none"> • discussion board 5 	<ul style="list-style-type: none"> • “How to Tame a Wild Tongue” by Gloria Anzaldúa 	<ul style="list-style-type: none"> • reflection
15	W 5/9	<ul style="list-style-type: none"> • reflection rough draft 		<ul style="list-style-type: none"> • peer review
16	M 5/14	<ul style="list-style-type: none"> • revised major assignment (optional) 	<ul style="list-style-type: none"> • “The Achievement of Desire” by Richard Rodriguez 	<ul style="list-style-type: none"> • reflection
Final Exam	M 5/21 (9:45-12)	<ul style="list-style-type: none"> • ePortfolio (with revised reflection) 		