

**Santa José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 18, Spring 2018**

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<b>Office Hours</b>	TTh 12-1pm and by appointment
<b>Class Days/Time</b>	TThW 10:30-11:45am
<b>Classroom</b>	Hugh Gillis Hall 217
<b>Prerequisites</b>	Reflection on College Writing
<b>GE/SJSU Studies Category</b>	GE Area A2 Written Communication I

**Course Management Page and MYSJSU Messaging**

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.

**English 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.

**English 1A GE 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 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.

## **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 debate. Readings for the course will include writers of different genders and from different socioeconomic classes.

### Writing

Writing assignments give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. ENGL1A classes require multiple out-of-class essays. Essays must be in 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 (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 will be 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>.

Details will be distributed and/or posted to Canvas for each assignment, which are listed below.

- 3 formal essays
- 4 reflections on required reading
- 20 in-class journal responses to prompt
- 1 presentation
- 1 final portfolio

## Assignment Word Count and Learning Goals

Assignment	Total Words	Total Points	%Grade	GELO
formal essay (3)	2,250 (plus revisions)	450	45	1, 2, 3, 4, 5
reading response (4)	2,000	200	20	1, 2, 3, 4, 5
journal (20)	2,000	100	10	2, 3
portfolio, including reflection essay	500	100	10	1, 2, 4, 5
participation	na	100	10	1, 2, 3, 4
presentation (1)	na	50	5	1, 2, 3, 4, 5

### Required Texts

- *Signs of Life in the USA: Readings on Popular Culture for Writers, 9th edition*, by Sonia Maasik and Jack Solomon, available at Spartan Bookstore and elsewhere.
- *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.
- Recycled green examination book, 16 page (small, approx. 6.5"x7"), available at Spartan Bookstore.
- *The Everyday Writer*, by Andrea Lunsford, accessible via Writer's Help on Canvas.
- Other readings as assigned

### Grading Policy

To receive full credit, **essays and reading responses must be submitted to Canvas on time—at the start of class—on the posted due date.** Late work will be graded down a half letter grade for every day between the deadline and the time it is posted online. Similarly, **journal writings in green books must be turned in to instructor before leaving class.**

If you miss a mandatory workshop day or fail to bring **printed drafts** to workshop, your work will be graded down a half letter grade. **Any unexcused late work will be graded down a full letter grade for every day it is late.** If you cannot make a deadline, you must contact me BEFORE THE DUE DATE. **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 will show 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 will respond to the topic suitably and may contain some grammatical, mechanical, or usage errors.

**A “C” 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” 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.

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

## **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 daily 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 whistles 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/program\\_policies](http://www.sjsu.edu/english/frosh/program_policies).

## ENGL 1A: First-Year Writing, Section 18, Spring 2018 Course Schedule

		<p><b>SOL</b> = Signs of Life, <b>OWW</b> = <i>On Writing Well</i>, <b>EW</b> = <i>Everyday Writer</i> (<i>Writer's Help link</i>)</p> <p><b>Note:</b> Assigned readings should be completed BEFORE the corresponding date of each class. For example, read pages 6-16 of <i>On Writing Well</i> before arriving in class 1/30.</p>
Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs. 1/25	Introductions, syllabus, Canvas, SJSU Writing Center, content and craft, agency
<h3>Unit 1</h3> <h3>Writing about Pop Culture</h3>		
2	Tues. 1/30	<p>READ: <b>OWW</b> "Simplicity" and "Clutter" (pp.6-16), "A Way of Writing," by William Stafford, "Shitty First Drafts," by Anne Lamott, <b>EW</b>—"Expectations for College Writing" and "Rhetorical Situations"</p> <p>CLASS: journal 1, writing process, rhetorical situations</p>
2	Thurs. 2/1	<p>READ: Syllabus, <b>SOL</b> (Introduction: Popular Signs, pp.1-9), <b>OWW</b> "Audience" (pp. 24-31)</p> <p>CLASS: journal 2, semiotics, visual rhetoric, reading response assignments <i>Turn in green book for participation credit!</i></p>
3	Tues. 2/6	<p><b>DUE: Reading Response 1</b></p> <p>CLASS: journal 3, thesis, more visual rhetoric</p>
3	Thurs. 2/8	<p>READ: <b>SOL</b> (Semiotic Method, pp.9-19)</p> <p>CLASS: journal 4, prepare for peer review workshop, Wait: What is analysis anyway? <i>Turn in green book for participation credit!</i></p>
4	Tues. 2/13	<p>READ: <b>SOL</b> (Writing About Pop Culture, pp.20-29), <b>OWW</b> "The Lead and the Ending" (pp.54-66)</p> <p>CLASS: journal 5, visit from Writing Center representative</p>
4	Thurs. 2/15	<p><b>DUE: Draft of Analysis 1</b> Bring to class three printed copies of your Analysis 1 draft for workshop</p> <p>CLASS: Workshop 1</p>
5	Tues. 2/20	<p>READ: <b>SOL</b> (Reading Visual Images, sample essays, pp.29-52), <b>EW</b>—Reviewing and Revising</p> <p>CLASS: journal 6, close reading, analyzing sample essays</p>

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5	Thurs. 2/22	<p><b>DUE: Analysis 1</b></p> <p>CLASS: journal 7, Argumentation (Jamie Oliver on TED) <i>Turn in green book for participation credit!</i></p>
<p><b>Unit 2</b></p> <p><b>Consuming Behavior in America</b></p>		
6	Tues. 2/27	<p>READ: <b>SOL</b> (Introduction to Chapter 1: Consuming Passions: The Culture of American Consumption, pp.67-82), <b>OWW</b>—“Bits and Pieces” (pp.67-80)</p> <p>CLASS: journal 8, analyzing arguments</p>
6	Thurs. 3/1	<p>READ: <b>SOL</b> (Essays, pp.83-88 and Conducting Research and Citing Sources, pp. 53-66)</p> <p>CLASS: journal 9, research tutorial (possible field trip to MLK library) <i>Turn in green book for participation credit!</i></p>
7	Tues. 3/6	<p>READ: <b>SOL</b> (Essays, pp.83-95), <b>OWW</b>—“Bits and Pieces” (pp.80-91)</p> <p>CLASS: journal 10, analyzing arguments, rhetorical appeals</p>
7	Thurs. 3/8	<p><b>DUE: Reading Response 2</b></p> <p>CLASS: analyzing arguments, structural options</p>
8	Tues. 3/13	<p>READ: <b>SOL</b> (Essays, pp.111-116, 130-139), <b>OWW</b>—“Unity” (pp.49-53)</p> <p>CLASS: journal 11, analyzing arguments, paragraph development</p>
8	Thurs. 3/15	<p><b>DUE: Draft of Analysis 2</b></p> <p><b>Bring to class three printed copies of your analysis draft for workshop</b></p> <p>CLASS: Workshop 2</p>
9	Tues. 3/20	<p>READ: <b>SOL</b> (Essays, pp.163-182)</p> <p>CLASS: journal 12, work on Analysis 2</p>
9	Thurs. 3/22	<p><b>DUE: Analysis 2</b></p> <p>CLASS: journal 13, TBD <i>Turn in green book for participation credit!</i></p>
10	Tues. 3/27 & Thurs. 3/29	<p><b>No class — Happy Spring Break!</b></p> <p style="text-align: center;">Please remember to read <b>SOL</b> intro to Chapter 2: “Brought to you B(u)y: The Signs of Advertising,” pp.141-152</p>

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		<b>Unit 3 Advertising and New Media</b>
11	Tues. 4/3	READ: <b>SOL</b> (Introduction to Chapter 2: Brought to you B(u)y: The Signs of Advertising, pp.141-152)  CLASS: journal 14, Superbowl ads
11	Thurs. 4/5	<b>DUE: Reading Response 3</b>  CLASS: journal 15, semiotic analysis of advertisements <i>Turn in green book for participation credit!</i>
12	Tues. 4/10	READ: <b>SOL</b> (Essay, pp.152-163)  CLASS: journal 16, TBD
12	Thurs. 4/12	READ: <b>SOL</b> (Essays, pp.97-110)  CLASS: journal 17, analysis of artifacts <i>Turn in green book for participation credit!</i>
13	Tues. 4/17	READ: <b>SOL</b> (Essays, pp.386-401), MLA formatting and Style Guide on Purdue Online Writing Lab  CLASS: journal 18, TBD
13	Thurs. 4/19	<b>DUE: Draft of Analysis 3</b> <b>Bring to class three printed copies of your analysis draft for workshop</b>  CLASS: Workshop 3
14	Tues. 4/24	READ: <b>SOL</b> (Essays, pp.402-415), OWL—MLA formatting and Style Guide on Purdue OWL  CLASS: journal 19, MLA style, Presentations
14	Thurs. 4/26	<b>DUE: Analysis 3</b>  CLASS: journal 20 (final submission), Presentations <i>Turn in green book for participation credit!</i>
15	Tues. 5/1	READ: <b>SOL</b> (Who Are you? and Gender Codes, pp.454-456 and Essay, pp. 492-497)  CLASS: Portfolio, Presentations

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15	Thurs. 5/3	<b>DUE: Reading Response 4</b> CLASS: Portfolio, Presentations
16	Tues.5/8	READ: <b>OWW</b> —“Business Writing: Writing in Your Job” (pp.165-177)  Last class CLASS: Portfolio, Presentations, Cookies!
17	Tues. 5/15	<b>DUE: All revisions and late work</b>
18	Tues. 5/22	<b>DUE by 12pm : Final Portfolio to English 1A Section 18 Canvas class site <u>AND</u> to SJSU Writing ePortfolio Canvas site</b>
		<b>Congratulations! Happy Summer! Enjoy your break!</b>

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