

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 21, Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Peter O'Sullivan
<b>Office Location:</b>	FOB 107
<b>Telephone:</b>	408-924-4419
<b>Email:</b>	peter.o'sullivan@sjsu.edu
<b>Office Hours:</b>	Mondays and Wednesdays 10:30 – 11:30 AM
<b>Class Days/Time:</b>	Mondays and Wednesday 1:30 – 2:45 PM
<b>Classroom:</b>	DMH 354
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**Faculty Web Page and Canvas 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 Canvas 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.

The focus of this class will be on language and how language choices affect both the meaning and tone of your writing for both you and your audience. Language awareness is tantamount for both communication and understanding.

**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 Content**

Diversity: SJSU studies include an emphasis on diversity. You will engage in 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 socio-economic classes. There will be a decidedly social justice bias in the instructor’s reading and interpretation of the material presented.

Writing: Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

## **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

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>
Descriptive Essay	1000	2,3,5
Synthesis Essay	1000	1-5
Synthesis Reflection	500	1-5
Propagandist Essay	1000	1-5
Reflective Essay	500	1-5

## **Required Texts**

### **Textbook**

50 Essays: A Portable Anthology, 5th Edition. Edited by Samuel Cohen. ISBN: 978-1319043728. Available at Spartan Bookstore and Amazon.com

## Other Readings

In addition to the textbook, this class will incorporate reading and assignments from Andrea Lunsford's *The Everyday Writer*, an electronic copy can be found through canvas. Sign on to your canvas account, select this class, and click the link on the left that says "Writer's Help."

## Grading Policy

I use conventional rounding methods when determining percentages. An 82.2% grade is a B-. An 82.5% grade is a solid B.

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

There is no extra credit in this class.

Assignments are weighted as follows

- Quizzes 10%
- Participation Assignments 10%
- Rough Drafts 10%
- Final Drafts 45%
- Video Project 15%
- Portfolio 10%

Participation is judged on reader response discussions on canvas and Writer's help assignments. These will be assigned at least once a week.

Final Drafts and Revisions may be turned in up to two weeks after the due date with no grade penalty. Assignments turned in on the due date will get full consideration, a full catalog of comments, and a chance to revise for improved credit. Assignments turned in after the due date will get full consideration, but fewer comments and no chance to revise for a higher grade. Assignments turned in after two weeks will automatically lose 50% of their points. After four weeks, missing work becomes a zero on Canvas.

Process assignments such as rough drafts and sample paragraphs for in class revision practice cannot be turned in late. Quizzes and participation assignment also cannot be made up.

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

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

Tardiness is understandable, but must not be disruptive. Disruptive tardiness includes chronic lateness, excessive noise, and coming in later than thirty-five minutes into a class period. If you're going to miss half the class, you might as well miss all of it. I will eject anyone who walks in after the thirty-five-minute mark.

## 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/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## ENGL 1A Fall 2017 Course Schedule

**Course Schedule is subject to change. All changes will be announced on Canvas.**

50E = 50 Essays

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24/18	Introductions
2	1/29/18	Plato: Allegory of the Cave (50E) King: Reading to Write (50E) Text, Subtext, and Context with the Cave.
	1/31/18	X, Malcolm: Learning to Read (50E) Douglas, Frederick: Learning to Read and Write (50E)
3	2/5/18	Alexie, Sherman: The Joy of Reading and Writing (50E) Rodriguez, Richard: Aria: Memoir of... (50E)
	2/7/18	Tan, Amy: Mother Tongue (50E) Anzaldua, Gloria: How to Tame a Wild Tongue (50E) Specifics v. Generics in Writing
4	2/12/18	<b>Essay Rough Draft Due to Canvas by Sunday, 2/11/18, 11:59PM Workshop</b>
	2/14/18	Ericsson, Stephanie: The Ways We Lie (50E, 159) Buckley Jr., William F.: Why Don't We... (50E)

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/19/18	Orwell, George: Shooting an Elephant (50E)
	2/21/18	Swift, Jonathan: A Modest Proposal (50E)
6	2/26/18	King Jr., Martin Luther: Letter from Birmingham Jail (Canvas) Coates, Ta-Nahesi. The Paranoid Style of American Policing
	2/28/18	Jefferson, Thomas: Declaration of Independence (50E)
7	3/5/18	Lorde, Audre. The Fourth of July(50E) Mukherjee, Bharati: Two Ways to Belong in America (50E)
	3/7/18	Staples, Brent. Just Walk on By: Black Men and Public Space (50E) Baldwin, James. Notes on a Native Son. (50E)
8	3/12/18	<b>Essay Rough Draft due by Sunday 3/11/2018, 11:59 PM</b> <b>Workshop</b>
	3/14/18	Ehrenreich, Barbara: Serving in Florida (50E, 136) Eighner, Lars: On Dumpster Diving (50E, 146) Ascher, Barbara Lazear: On Compassion (50E)\
9	3/19/18	In Class Film
	3/21/18	Finish Film
10	<b>3/26/18</b>	<b>No School: Spring Break</b>
	<b>3/28/18</b>	
11	4/2/18	Cofer, Judith Ortiz: Myth of the Latin Woman (E50, 91) Hurston, Zora Neale: How it Feels to Be Colored Me (50E, 182)
	4/4/18	Assign Video Groups
12	4/9/18	Carr, Nicholas: Is Google Making Us Stupid? Didion, Joan: On Keeping a Notebook
	4/11/18	Gladwell, Malcolm: Small Change: Why the Revolution Will Not Be Tweeted
13	4/16/18	<b>Essay Rough Draft Due to Canvas by Sunday, 4/15/2018, 11:59PM</b> <b>Workshop</b>
	4/18/18	Whitehead, Colson: The Loser Edit Sedaris, David: Me Talk Pretty One Day
14	4/23/18	Work on Video Presentations
	4/25/18	Work on Video Presentations
15	4/30/18	Work on Video Presentations
	5/2/18	Work on Video Presentations

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	5/7/18	Work on Video Presentations
	5/9/18	Work on Video Presentations
17	5/14/18	<b>Showcase Video Presentations</b>
Final Exam	5/22/18	Turn in Final Portfolio