

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 48, Spring 2018

Contact Information

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Office Hours:	Monday and Wednesday, 10:30 a.m. - 11:30 a.m. and by appointment
Class Days/Time:	Monday and Wednesday, 12:00 p.m. – 1:15 p.m.
Classroom:	Sweeney Hall, Room 348
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. English 1A is one of the two courses that satisfy this requirement.

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, Canvas, and your personal email, 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. This section will focus on current events and social issues by examining academic texts, political speeches, informal digital interactions, visual art, short films, and various essays. Be prepared to discuss race relations, gender, politics, sexuality, and visions of the future with tact, respect, and maturity.

ENGL 1A Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;

- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

Required Texts

In lieu of assigning a textbook for this course, I have decided to rely heavily on the website associated with Norton's Field Guide to Writing. Readings will be assigned from their site, located at the following link:

<http://www.wwnorton.com/college/english/write/fieldguide/index.asp>.

Additional readings are located on Canvas, or will be distributed via email announcement by the instructor.

Required Software

Microsoft Office Suite and Adobe Creative Suite are required for preparing essays and presentations for this course. Essays and presentations prepared through Google Office will not be accepted. Free software downloads are available to students via SJSU's Information Technology Division. Download instructions are located at the following link:

<http://its.sjsu.edu/services/software/>

ENGL 1A Course Requirements and Assignments

Time Management: 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.

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.

Writing: Writing assignments shall give students 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.

In-class writing is valued and students should be able to perform well in timed writing situations. For this reason, two essays will be written in class. In addition to the two in-class essays, there will be four formal essays. The formal essays will be written outside of class and go through the revision process before being finalized. All formal, out-of-class essays must be turned in via Canvas.

The format for all essays is as follows:

1. All typed essays must be typed in a 12 point, serif font such as Times New Roman.
2. Handwritten essays must be written in blue or black ink, and the writing must be legible. Additionally, handwritten essays must be written in an exam book. Exam books are available for purchase in the campus bookstore located in the Student Union Building, as well as other locations across campus.
3. All essays must be double-spaced.
4. All essays must adhere to MLA format.

In addition to essays, there is also an online discussion element to this course. Students are required to make two semi-formal discussion posts on Canvas during the semester, and must comment on other students' discussion posts at least eight times over the course of the semester. A sign up sheet will be provided on the first day of class for students to choose which topics they would like to post about (posting dates and topics are pre-determined).

Reading: Articles, essays, online discussion posts, and excerpts from longer works will be given as reading assignments during the semester, along with a few short films and videos. These assignments will serve as the foundation for class discussion and aid in the development of writing topics. **All students are expected to read each assigned reading prior to the class period in which those readings will be discussed, whether students have signed up to make a discussion post about said readings or not.** Additionally, all students must be able to access all readings during class for group work. Students may print out copies of readings, or bring a tablet, laptop, or other device so that they may access readings online during class.

Final Portfolio: As a final experience for this course, students will prepare an online Portfolio containing evidence proving their awareness and fulfillment of the Course Learning Outcomes.

Assignment Word Count and Learning Goals

<u>Assignment</u>	<u>Word Count</u>	<u>CLO</u>
Narrative Essay	1250	1-3, 5
Profile Essay	1250	1-5
Multi-Modal Essay	1250	1-5
Reflection Paper	500	1-5
In-Class Essay: Expository	750	1-5
In-Class Essay: Visual Rhetoric	750	1-5
Online Discussion Posts/Replies	1800	1-5
In-Class Exercises	500	1-5
Peer Review Revision Exercises	750	1-5

Grading Policy

Requirements for each assignment 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.

Extra Credit:

Extra credit may be offered at various points throughout the semester at the instructor’s discretion, but no student should rely on extra credit or assume it will be offered.

Late Work:

No late work will be accepted. Students who do not submit their work on time will receive a 0 for that assignment.

Extenuating Circumstances:

Life happens. If students are unable to turn in their work by the due date AND THEY CONTACT THE INSTRUCTOR AT LEAST 24 HOURS PRIOR TO THE DUE DATE, it is *possible* that the penalty for turning in late assignments will be waived or modified. Please note that this is in no way a guarantee, and students should not assume the instructor will be lenient. Misuse of this policy by any one student will result in having this option removed for all students.

How Scores Are Weighted:

Assignments:	Percentage of Total Score	Point Value
Class Participation	6%	60 points
Discussion Posts	7% each	70 points each (140 total)
Discussion Commentary	8% total	10 points each (80 total)
Narrative Essay (including pre-writing materials)	10%	100 points
Profile Essay (including pre-writing materials)	10%	100 points
In-Class Essay: Expository	10%	100 points
In-Class Essay: Visual Rhetoric	10%	100 points
Multi-Modal Essay (including pre-writing materials)	12%	120 points
Multi-Modal Presentation and Components	10%	100 points
Reflection Paper and Final Portfolio	10%	100 points
Total	100%	1000 points

Please Note:

According to University standards, **students MUST receive a C- or higher to pass this course**. If a student scores lower than a C-, they **MUST** repeat this course.

Classroom Protocol

Participation, Tardiness and Attendance:

All students are expected to engage in classroom discussion and peer review. To fully participate in class, all students must arrive on time and ready to get started. If a student has missed more than 3 days of class, it could have an impact on their grade for the course. If a student is going to miss class or arrive more than a few minutes late, a courtesy email to the instructor would be appreciated.

Classroom Behavior:

This course will cover topics that are contentious and potentially upsetting to some students. It is important to remain respectful of all classmates and the instructor during class discussion and in all assignments. If you have a question at any time about what is appropriate, please contact the instructor for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful or combative are not allowed.

Academic Integrity:

Cheating and plagiarism are not allowed under any circumstance. This policy is outlined in more detail on the university website.

Devices:

Use of any device (including cell phones, smart phones, laptops, tablets, magic future watches, or sonic screwdrivers), is only allowed on specific class dates and/or during specific class times. All devices must be set to silent by the start of class. If your device makes noise during class, everyone else will stop what they are doing and stare at you until you silence it. It will be awkward. You have been warned.

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>.

Additionally, policies pertaining specifically to Frosh English students can be found at the following link: http://www.sjsu.edu/english/frosh/program_policies/index.html.

English 1A, Section 48, Fall 2017 Course Schedule

Please note that this schedule is subject to change with fair notice. Changes to the schedule will be announced in class and via Canvas Announcement.

Date	Readings	Topics, Assignments, Deadlines
Jan 24		Student Introductions and Introduction to English 1A
Jan 29	Norton - Everything under the “Processes” tab, the “Narrating” section under the “Strategies” tab; and everything under the “Rhetorical Situations” tab	Discussion: The Writing Process, The Rhetorical Situation, Modes of Discourse Essay 1 Assigned: Personal Narrative
Jan 31	On Canvas: Solnit’s “Men Explain Things to Me,” du Bois’ “Of Our Spiritual Strivings,” “The importance of feeling seen: Why interracial families on commercials matter” by Roxane Gay	Discussion: Using personal narrative; organization; style
Feb 5	Norton - Under the “Strategies” tab, read the sections on “Beginning and Ending” On Canvas – Leslie Jamison’s Introduction to <i>The Best American Essays 2017</i>	Transitions and paragraph construction; style cont.; What is an essay?
Feb 7		Peer Review DUE TODAY: Rough Draft of Personal Narrative Essay (Upload to Canvas prior to start of class & bring 2 hard copies to class)
Feb 12	Norton - The “Analyzing a Text” section under the “Genres” tab; the “Analyzing Causes and Effects,” “Arguing,” “Classifying and Dividing,” “Comparing and Contrasting,” “Defining,” “Reading Strategies” sections under the “Strategies” tab On Canvas - Watch Emma Watson’s speech; Watch Leonardo DiCaprio’s speech	Discussion: How do you appeal to an audience?; Traditional Appeals; Modern appeals, Modes of Development

Date	Readings	Topics, Assignments, Deadlines
Feb 14	On Canvas - On Canvas - "My President Was Black"	Discussion: Analysis and Explication
Feb 19	Norton - Under the "Genres" tab, read "Arguing a Position," and under the "Strategies" tab, read "Guiding Your Reader"	Continue Discussion of "My President Was Black" DUE TODAY: Final Draft of Personal Narrative Essay (Upload to Canvas prior to start of class.)
Feb 21		IN-CLASS ESSAY TODAY: Expository Essay
Feb 26	Norton - Under the "Processes" tab, read the section on "Writing as Inquiry;" Under the "Genres" tab, read the section on "Profiles" On Canvas – Viet Thanh Nguyen’s Essay and Bio; Sharon Simonson’s profile of Viet Thanh Nguyen, "Viet Thanh Nguyen: We Are What We Write"	Discussion: Choosing a topic; choosing an angle Essay 2 Assigned: Profile Essay
Feb 28	On Canvas – "How Mike Will Made It" by John Seabrook	Discussion: Profile organization and strategy
March 5	On Canvas –Fake News articles	Discussion: Finding good sources and avoiding "fake news" and propaganda
March 7		Peer Review DUE TODAY: Rough Draft of Profile Essay (Upload to Canvas prior to start of class & bring 2 hard copies to class)
March 12	Norton - Under the "Genres" tab, read the section on "Evaluations;" View websites for Wiley and Sense On Canvas – Reviews of "Born into Brothels" and "Juno"	Discussion: Visual Rhetoric

Date	Readings	Topics, Assignments, Deadlines
March 14	Watch the short film, “Werewolves”	Discussion: Short Film
March 19	Watch the short film “Wanderers”	Discussion: Short Film cont.
March 21	<p>Watch the short film “Sight” (Trigger Warning for “Sight.” Coercion and manipulation in dating situations.) https://vimeo.com/46304267</p> <p>On Canvas: Read Jean M. Twenge's "Have Smartphones Destroyed a Generation?"</p>	<p>Discussion: Short Film cont.</p> <p>DUE TODAY: Final Draft of Profile Essay (Upload to Canvas prior to start of class.)</p>
MARCH 26-30 SPRING BREAK		
April 2		In-Class Essay Today: Visual Rhetoric
April 4	<p>Norton – Read the “Mixing Genres” section of the “Genres” tab</p> <p>On Canvas: “Harvard withdraws 10 acceptances for ‘offensive’ memes in private group chat”</p>	<p>Discussion: Mixing Genres; Topic selection and approval</p> <p>Essay 3 Assigned: Multi-Modal Assignment</p>
April 9	On Canvas – Chimamanda Adichie’s “The Danger of a Single Story” and Alia Wong’s “History Class and the Fictions About Race in America”	<p>Topic selection cont.</p> <p>Converting your essay to an oral presentation (or video, etc); Thesis construction for Multi-Modal Essay; work on essay during class</p>
April 11	On Canvas: Modern Monsters & Zombies	Finding the salient points in an essay; how to present evidence; appealing to an audience
April 16		<p>Peer Review</p> <p>DUE TODAY: Rough Draft of Multi-Modal Essay and Components (Upload to Canvas prior to start of class & bring 2 hard copies to class)</p>

Date	Readings	Topics, Assignments, Deadlines
April 18	Norton - Under the “Genres” tab, read the section on “Reflections” On Canvas: “On Leaving Dove Springs: A meditation on neighborhood, fear, family, and change” by Sam Anderson-Ramos	What is a reflection and what is it good for? Essay 4 Assigned: Reflection Paper
April 23		Thesis construction and organization in the Reflection Paper
April 25		Go over student papers in class
April 30	RESEARCH DAY	
May 2		Peer Review DUE TODAY: Rough Draft of the Reflection Paper
May 7		Begin Presentations of Multi-Modal Projects DUE TODAY: Final Draft of Multi-Modal Essay and Presentation Components (Upload to Canvas prior to start of class.)
May 9		Presentations
May 14		Presentations
Final Exam Period – May 16, 9:45 a.m. – 12:00 p.m..	Reflecting on the Semester DUE TODAY: Final Draft of Reflection Paper and Portfolio	

How to Make a Discussion Post

1. Refer to the Discussion Post sign up sheet to see the due date for a particular post.
2. Log on to Canvas and click on the “Discussions” tab or the “Modules” tab to the left of the screen.
3. If on the Discussions page, find the thread I have already created for your topic and click on it. If on the Modules page, scroll to find the Module which contains your topic, and click on that topic link.
4. Follow the link or click on the uploaded file to read/view the text to which you will be responding. Carefully read/view/analyze the text.
5. Craft a response to your text using the guidelines provided in the pre-loaded discussion thread, or address the rhetorical elements of the text using your own inspiration. Your response should be at least 500 words.
6. Your response should be semi-formal. Do not use a conversational tone or colloquial language in your responses. Write as though your audience is a professional in the field related to your text (professional photographers, engineers, academics, etc.).

How to Reply to a Discussion Post

1. Log on to Canvas and click on the “Discussions” tab or the “Modules” tab to the left of the screen.
2. Find the Discussion or Module which contains the topic you want to comment on, and click on it.
3. Follow the link or click on the uploaded file to read/view the text to which one or more of your peers has responded.
4. Carefully read the response(s) provided by you peer(s).
5. Craft a thoughtful reply to the main discussion post and contribute to the discussion by hitting the “reply” button. Your reply should be at least 100 words. (Responses should not simply express agreement or reiterate things that have already been said. Good responses add new insights and perspectives to existing discourse.)
6. Your response should be semi-formal. Do not use a conversational tone or colloquial language in your responses. Write as though your audience is a professional in the field related to your text (professional photographers, engineers, academics, etc.).

Things to Keep in Mind

1. Absolutely no disrespectful or inflammatory posts are allowed. It is entirely possible to discuss sensitive topics without being offensive.
2. Active discussion is encouraged, but if you reply, **only your initial reply to the main topic will count towards the eight that are required for your semester grade.** For instance, if you make an initial 100 word reply, and then someone else replies to you and you reply to them, only your first reply will count towards your grade. Replies to your own post will not count towards your grade.
3. Each post is only open for commentary for one week. After one week has passed, you have missed your window to make comments and the thread will officially close.