

**San José State University**  
**School/Department**  
**English 1A, Section 34, Fall, 2019**

**Course and Contact Information**

Instructor:	Edwin Sams
Office Location:	FOB 212
Telephone:	(408) 924-4485
Email:	Edwin.Sams@sjsu.edu
Office Hours:	Tuesday/Thursday 10:30 a.m.—Noon, Friday 8:00—9:00 a.m.
Class Days/Time:	Tuesday/Thursday, Noon—1:15 p.m.
Classroom:	BBC 130
Prerequisites:	Reflections on College Writing
GE/SJSU Studies Category:	GE A2 Written Communication

**Course Format**

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

**Course Description**

**ENGL 1A Course Description**

*General Course Description*

English 1 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 develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1A you will practice these skills by writing for various audiences and rhetorical situations.

**Section-Specific Course Description**

*Creativity, sustainability, and global citizenship—making something, keeping it, and sharing it—are the three most important issues of your generation, perhaps more so than any other generation before yours. Masha Gessen’s award-winning nonfiction novel Words Will Break Cement will provide the forum to discuss these three significant ways in which contemporary society develops. Are the members of the notorious Russian punk rock band, Pussy Riot, criminals or revolutionary artists? How does Vladimir Putin’s oligarchical government affect the environment and citizens’ rights? Does what happen in Russia stay in Russia, or do the decisions made there affect the rest of the world? This is the world that you inherit, ready for you to take charge. This is*

*your time to seize opportunities and make wise decisions and to develop your own personal voice by polishing your writing skills on these three important themes.*

## **ENGL 1A Learning Outcomes (GELO)**

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

- Read actively and rhetorically.
- Perform essential tasks in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performances
- Articulate an awareness of and write according to the rhetorical features of text, such as purpose, audience, context and rhetorical appeals
- Integrate the ideas of yours and others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
- Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## **GE A2 Course Description**

SJSU classes are designed such that in order for you 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.

ENGL 1A fulfills your written communication general education requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A **passing grade of C- or better** signifies that the student is a capable college-level writer and reader of English.

## **ENGL 1A Course Objectives**

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.

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. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least three essays shall be written in class. ENGL 1A classes require out-of-class essays too.

You will receive frequent evaluations of your writing. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on global citizenship, sustainability, and creativity. All readings will include useful models of writing for academic, general, and specific audiences.

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Final Exam: An in-class essay to be graded by the department rubric.

## Required Texts/Readings

*Patterns for College Writing*, 14th ed. (ISBN 978-1-319-01312-7)  
*Bedford Handbook*, 10th ed. (ISBN 978-1-4576-8303-9)  
*Words Will Break Cement* by Masha Gessen (ISBN: 9781594632198).

## Required Materials

Three exam booklets (any size, any color), one yellow exam booklet, ink pen, good collegiate dictionary

### Course Requirements and Assignments (Required)

#### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Analysis of Russia's environmental sustainability	1000	1,2,3,4,5
Persuasive argument on Human Rights in Russia	1000	1,2,3,4,5
Reflective essay: Is Pussy Riot Art?	1000	1,2,3,4,5
Preliminary drafts	1000	1,2,3,4,5
Diagnostic essay	500	1,2,3, 4,5
Practice Final exam	500	1,2,4
Writer's journal on readings in revised form	2500	2, 3, 4, 5
Assessment essay on personal writing process	500	2, 3, 4, 5

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

### Final Examination or Evaluation

The final exam will be a personal response essay based upon the student's understanding of our reader, Masha Gessen's *Words Will Break Cement*.

## Grading Policy: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct  
B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective  
C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete  
D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect  
F=50: Writing that is off-topic, late, brief

NOTE: A plus (+) sign added to a letter grade indicates the highest performance or value within its range while a minus (-) sign indicates the lowest performance or value within its range.

Final Average will be determined by the breakdown of these grades:

Three 1000-word essays at 30% to be graded on the A-F scale.

Four 500-word preliminary drafts at 20% to be graded on the A-F scale.

One 2000-word writer's journal at 20% to be graded on the A-F scale.

Ten quizzes at 10% to be graded on the 100-point scale.

Ten participation grades (homework, board work, etc.) at 10% to be graded on the 100-point scale.

One final exam at 10% to be graded on the A-F scale.

“This course must be passed with a C- or better as a CSU graduation requirement.”

## Classroom Protocol

All outside work must computer-generated drafts submitted as hard copies. There is no provision for late work. Please contact me the day you are absent when work is due. Plagiarism is using other writers' works without attribution. Evidence of plagiarism will be sent to the Office of Student Conduct and will result in the guilty student failing the course.

*Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.*

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. **Make sure to visit this page, review and be familiar with these university policies and resources.**

## English 1A, Section 34 Course Schedule

*Please note: The schedule is subject to change with fair notice .*

### Course Schedule

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
1	8/22	Intro to syllabus, 500-word in-class diagnostic essay
1	8/27	Patterns Chpt. 2; Electronic Chalk Talks
2	8/29	Patterns Chpt. 3, Electronic Chalk Talks, Gessen Prolog
2	9/3	Patterns 6, Patterns p. 304, Bedford Sect. 19, Word Cloud due
3	9/5	Quiz, Gessen Chpt. 1, Bedford 20
3	9/10	Journal 1 due
4	9/12	Quiz, Patterns Chpt. 7, Patterns p.189, Gessen Chpt. 2
4	9/17	Quiz, Patterns Chpt. 8, Gessen Chapt. 3
5	9/19	Patterns Chpt. 10, Bedford 21
5	9/24	Journal 2 due
6	9/26	Quiz, Bedford Chpt. 27 a,b, Gessen Chpt. 4
6	10/1	Quiz, Patterns 11, Bedford Section 27 f-i
7	10/3	Quiz, Patterns Chpt. 11, Bedford Section 26
7	10/8	Journal 3, Gessen Chpt. 5
8	10/10	Quiz, Patterns Chpt. 12, Bedford Section 32 a-e
8	10/15	500-word draft for analytical essay on environment, Gessen 6
9	10/17	Patterns Chpt. 13, Gessen Chpt. 7
9	10/22	1000-word analytical essay on environment due
10	10/24	Journal 4, Gessen Chpt. 8
10	10/29	Outline due, Patterns Chpt. 14, Gessen Chpt. 9 (to p. 189)
11	10/31	Patterns 14, Gessen Chpt .9 (to p. 224), Bedford Sect. 32 f-i
11	11/5	1000-word In-class essay on a personal response to art
12	11/7	Quiz, Patterns Chpt.14
12	11/12	500-word argumentative essay draft due

<b>Week (Optional)</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</b>
13	11/14	Gessen Chpt. 10, Bedford Sect. 36
13	11/19	1000-word argumentative essay on justice due
14	11/21	Quiz, Bedford Sect. 45, Gessen 12
14	11/26	Gessen Epilogue, Final exam prep
15	11/28	Thanksgiving Holiday
15		Practice final exam in-class essays
16		Quiz, Holistic Scoring of Practice Finals, Assessment Essay due, Final Exam Prep
Final Exam	12/17	9:45—Noon yellow booklet, ink pen, dictionary (optional)