

San José State University
Department of English and Comparative Literature
ENG 1A, First Year Writing, Section 78, Fall, 2019

Course and Contact Information

Instructor:	Dr. Sian Sloan
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Email:	sian.sloan@sjsu.edu
Office Hours:	T/Th 9:00-10:00 a.m., F 8:30-9:30 a.m.
Class Days/Time:	F 9:30 a.m. – 12:15 p.m.
Classroom:	BBC (Boccardo Business Center) 121
Prerequisites:	Completion of Reflection on College Writing, or Post-Bacc Undergraduate
GE/SJSU Studies Category:	GE A2: Written Comm 1A

Course Format

This class meets F 9:30 a.m. – 12:15 p.m. in our classroom listed above. As the course materials are all online it is important to have a laptop to bring to class each class meeting. You will also need to print some assigned reading, homework assignments, drafts, and final papers in this writing intensive class. Please have access to a printer for this purpose.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, readings, handouts, notes, journal, 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](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates.

English 1A: First-Year Writing 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, purposes, and contexts. See [English Department](#) website for more details.

This section of English 1A has a particular focus on the question ‘how does the human brain work?’ Armed with this up to date knowledge of the human mind, can we live better lives? With our ever-expanding exploration of the brain in science, medicine, education, and psychology, and the focus on building artificial

intelligence ('AI') in technology, the question of consciousness and what it is, and why our brains work the way they do, are at the cutting edge of research. On the other hand, a focus on techniques of 'mindfulness' in education, self-help, and the wellness industry, culled from ancient fields of religion and philosophy, remind us that the question of what consciousness *is* has been a human question since ancient times.

Can we learn how to harness the unique strengths of our human brains effectively for success and happiness; in our college educations, at work, and throughout our lives? Through reading and research in the fields of technology, psychology, social science, education, philosophy, and religion, you will answer this question with your own unique arguments and proposals, research your areas of interest further, and hone your rhetorical writing skills. The aim of this class is to improve your writing, critical thinking, and research skills. But it is also designed for you to gain some awareness of how your mind works to acquire or perfect some general life skills that will contribute to you reaching your goals and gaining more overall contentment in your life.

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

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. All assignments must be in MLA format and are due in class.

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. Class discussions and activities are based on the reading. It is pertinent that you have the reading completed on the corresponding date on the schedule – I cannot emphasize the importance of this enough. I expect you to read slowly, attentively, and to annotate your text with a pen or pencil.

Rough Drafts & Workshops:

Major assignments require rough drafts. Rough drafts must be turned in with your final draft. Drafts have a point value. Workshops, using drafts, are a chance for you to test drive your essay and are very important to the

writing process. These workshops have two formats: self-editing workshops and peer-review workshops. You must attend! If you miss a peer evaluation workshop, you must still turn in a rough draft with your final draft, and you will forfeit one letter grade on the assignment.

Journals:

Journal writing in this class will be creative and informal, based on questions assigned at the end of each class session. Journal writing is designed to encourage awareness of English 1A Learning outcomes in a thoughtful and personal way. We will be doing online journal entries in Canvas this semester to cut down on paper use.

Other work:

You will have various other homework and in-class assignments. These cannot be made up.

Participation:

This is a seminar course; oral participation is necessary: your thoughts and questions are important to the discussion and our communal growth as writers. The potency of our class depends upon our commitment to reading, discussing, and writing with conscientiousness and consistency. You are expected to participate with preparation and enthusiasm. Your participation will be assessed through in-class writing assignments, group work, and class discussion.

Special Considerations for Courses Meeting Once a Week:

There are pros and cons to the once weekly course. For most students a pro is meeting only once a week. For myself as a professor I find longer classes can provide in-depth learning that shorter classes can't provide. There are also downsides, however. All your work is due on one day, and unlike classes that meet twice a week it will be unlikely that you can effectively complete all the work the day before. You will have to be organized and pace your work so you can get everything completed in a satisfactory manner. I will sometimes have assignments due online on Tuesday in order to pace the work in the semester appropriately. I won't be able to remind you of homework in person on those days so you will have to be self-motivated enough to stay on schedule between class meetings. With responsibility and routine setting this shouldn't be a problem, but I want you to be aware that you do need different organizational skills for this kind of class.

It can also be challenging to stay engaged over an almost 3 hour period in one classroom. I try to alleviate this by scheduling different kinds of activities throughout the class time, and providing a 10-minute break about half way through our class. It is very important that you take this break time literally and do not return late from break, as it will be disruptive to class.

Attendance:

Regular attendance is crucial to your success in this class. Remember, there are no "excused" absences in college. If you fail to attend a class, you are still expected to turn in the assignments due that day, get details on whatever topics were covered in class, and complete the homework for the next meeting. It is your responsibility to contact me, or a classmate, to see what you missed.

Attendance is especially important when the class meets once a week. If you miss one class you have missed almost 7% of the course! Our class meets 15 times this semester – please come to each class meeting.

Course Requirements and Assignments

Assignment	Word Count	GELO	Points
Assignment 1 – Rhetorical Analysis	2,000 2 drafts and final	2, 3, 4, 5	15%
Assignment 2 - Writing Arguments Short Writing Assignment 1; Rogerian Essay Classical Argument Essay	3,000 1 draft, 1 final 2 drafts, 1 final	2,3,4, 5	25%
Assignment 3 – Proposal Essay and Visual Arguments Presentation Proposal Essay	3,000	1, 2, 3, 4, 5	20%
Assignment 4 – Multi Modal Group Presentations Presentations Annotated Bibliography	1,000	1, 2, 4, 5	10%
Assignment 5 - Portfolios Final Portfolio with Reflection Essay (Essay 4)	1,000	1, 2, 3, 4, 5	5%
Homework Assignments	1,000	1, 2, 3, 4, 5	10%
Journal	2,000		10%
Final	500		5%

Readings (Required):

Readings will be posted on Canvas throughout the semester. You will be responsible for printing some articles from Canvas, and reading and annotating them. I will always announce in class whether you will be required to print readings or bring a laptop so you can read them online. Since there is no textbook there will be more printing than in other classes – please be prepared with access to a working printer.

University Policy:

“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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.” For more details visit the following links:

[University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Final:

You must attend the final exam. Our exam is scheduled Tuesday, Dec. 17 from 7:15 a.m. to 9:30 a.m.

Grading:

A-F. To receive credit for GE Area 2, you must receive a C- or higher in ENGL 1A. This class must be passed with a C- or better as a CSU graduation requirement. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Grade Calculation:

A+ = 100-97% A = 96-93% A- = 92-90% B+ = 89-87% B = 86-83% B- = 82-80% C+ = 79-77% C = 76-73%
C- = 72-70% D+ = 69-67% D = 66-63% D- = 62-60% F = 59-0%

Unsatisfactory 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.

You will always receive detailed instructions for each writing assignment, both online and given by me via lecture in class. Please ask questions, as this is how we can clarify any confusion. I will also provide a general rubric before our first writing assignment.

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 this class I expect you to:

1. Commit yourself. Academic work is what you make of it.
2. Come to class on time. Tardiness is disruptive and disrespectful.
3. If you are not using your cell phone for a class activity, it should be silenced and stowed. If you are engaging in electronic activity during class that I have not directed, I will ask you to leave. Headphone use is prohibited during class time.
4. Engage yourself in our class. If you are doing anything other than being present in our class work, I will ask you to leave.
5. Take responsibility for your actions, positive and negative. Remember, teachers do not "give" grades, you earn them.

6. Communicate with me. I am here to help you, but I have no way of knowing if you are unclear about an assignment or otherwise need help unless you tell me. If you have questions about the work, please ask in class, come to see me in my office, or send an email.

My Professional Policies:

1. I do not accept late work. (See the last page of this syllabus for the one exception to this policy)
2. I do not accept work via email.
3. In class work cannot be made-up (this includes in-class essays, workshops, and “other work”).
4. I reserve the right to publish your work to the class as part of our workshop activities.
5. Please come to my office hours for any help you want; that is what I am here for.

University Policies:

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, and so forth: <http://www.sjsu.edu/gup/syllabusinfo/index.html>. The First-Year Writing Program’s policies can be found: http://www.sjsu.edu/english/frosh/program_policies/index.html. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances. For your convenience, I have copied below some of the most important and/or useful.

Academic Integrity:

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

Campus Policy in Compliance with the American Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

1. Associated Students Print & Technology Center at <http://as.sjsu.edu/asptc/index.jsp> on the
2. Student Union (East Wing 2nd floor Suite 2600)
3. The Spartan Floor at the King Library at <http://library.sjsu.edu/about/spartan-floor>
4. Student Computing Services at <http://library.sjsu.edu/student-computing-services/studentcomputing-services-center>
5. Computers at the Martin Luther King Library for public at large
6. <https://www.sjpl.org/wireless>. Additional computer labs may be available in your department/college
7. A wide variety of audio-visual equipment is available for student checkout from Collaboration &

8. Academic Technology Services located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

English 1A – First Year Writing/ Section 78, Fall 2019, Course Schedule

The schedule is subject to change with fair notice. Notice will be given on Canvas and in class.

This syllabus is an outline of Assignment due dates and class emphasis.

Specific Readings and Assignments will be provided each week with due dates at Canvas Modules.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Introduction – Class Theme, Journal Writing, Personal Introduction writing, Syllabus, “Shitty First Drafts” – Reading and Writing Rhetorically. Reflection on College Writing/Portfolios.
2	8/30	Brain Science (Reading 1) (Canvas) Artificial Intelligence (Reading 2) (Canvas)
3	9/6	The Human Brain and Psychology – Reading 3 (Canvas) Metacognition – How Humans Learn - Reading 4 (Canvas)
4	9/13	Assignment 1 – Rhetorical Analysis – Complete Rough Draft due for a Peer Evaluation Workshop. Bring a hard copy to class. Assignment 1 – Second draft due for a peer editing workshop
5	9/20	Assignment 1 Rhetorical Analysis due – hard copy in class. The Human Mind Arguments – Rogerian and Classical Arguments Library Training –MLK Library – room tba
6	9/27	Evaluating Online material – Rogerian Essay Rogerian Essay Draft due for a peer workshop – bring hard copy
7	10/4	Final Rogerian Essay due - Classical Argument
8	10/11	Assignment 2, Classical Argument – Complete rough draft due for revision workshop. Bring a hard copy to class. Assignment 2, Classical Argument revised draft due for peer-evaluation workshop
9	10/18	Assignment 2 due – hard copy in class. In Class Writing – Proposal Essay and topics Proposals and Visual Argument
10	10/25	Rough Draft Proposal Essay due – bring hard copy. Proposal Presentations rough draft due
11	11/1	Proposal Essay Peer Review. Presentations workshop. Proposal Presentations Peer Review.
12	11/8	Assignment 3 due - Final Proposal Essay due – bring hard copy. Proposal Presentations
13	11/15	Proposal Presentations. Group Presentations Preparation.
14	11/22	Assignment 4 due - Group Presentations. Portfolios.

Accessible Syllabus Template

August 14, 2019

Week	Date	Topics, Readings, Assignments, Deadlines
15	11/29	NO CLASS – Thanksgiving Break
16	12/6	Final Portfolios
Finals	12/17	Tuesday, 12/17, 7:15 a.m. – 9:30 a.m. Assignment 5 – Final Portfolios due.

The one-time-only Emergency Pass Guidelines:

The One-Time Only

Emergency Pass

Guidelines: With this pass, you may turn in one major assignment up to one week (7 days) late.

This pass may not be used for homework, the final project, or the group presentation.

I highly suggest you save this pass for an actual emergency (i.e. car accident on the way to school, relative dying, etc.)

Directions: Staple this pass to the top of your essay. You must turn in your late essay in class, within the one-week timeframe.

Other pertinent info:

- Essays slipped under my office door will not be accepted.
- Essays that are emailed will not be accepted.
- Essays that are more than one week (7 days) late will not be accepted.