

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing**  
**Section 1, Section 24, Spring 2019**

<b>Instructor:</b>	<b>Au-Co Tran</b>
<b>Office Location:</b>	ART 225 or Steinbeck Center (5 <sup>th</sup> floor of the MLK Library) Message me before you come, but I will most likely be in the Steinbeck Center
<b>Telephone:</b>	Contact me through Canvas
<b>Email:</b>	<a href="mailto:au-co.tran@sjsu.edu">au-co.tran@sjsu.edu</a> , but message me on Canvas
<b>Office Hours:</b>	T/R 11:30AM – 1:00PM by appointment
<b>Class Days/Time:</b>	M/W 7:30AM – 8:45AM, 1:30PM – 2:45PM
<b>Classroom:</b>	BBC 221
<b>Prerequisite:</b>	Directed Self-Placement
<b>GE/SJSU Studies Category</b>	GE Area A2 Written Communication I

### Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can often be found on the course Canvas page. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates. I will update Canvas as soon as I can after our class sessions. I recommend checking Canvas at least every Tuesday, Thursday, and Sunday. Please familiarize yourself with the system so English 1A that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

**Contacting Me:** Contact me through Canvas. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally unavailable over the weekends except to post updates. Remember to sign your name at the end of the message and put the course name/number in the subject line. Also, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional.

**Note:** All messages that do not demonstrate professionalism (e.g. ones that start with “Hey.”) will not get a response.

### ENGL 1A Course Description

As Americans, we tend to see the rest of the world’s culture through the lens of our understanding of what culture is; an understanding allowed to us by our first-world privilege. In this class, we will explore cultures that are outside of our own personal orbits so that we can reshape our worldview through writing and critical thinking. The class will be divided into three units: Ethnic Culture, Gender Culture, and Class Culture. We will use articles about current issues to explore the ideas of different types of culture. We must ask ourselves how can our individual culture affect our understanding of what culture is? How can we use our personal privileges to understand and empathize with others? In this course, you will examine these questions and express your findings clearly and coherently.

English 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.

### 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.

## **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.

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.

## **Required Texts and Materials**

Writing Today: all the chapters you need are uploaded on Canvas

All other texts will also be on Canvas

Access to Google Docs

One pack of 3x5 Index Cards (You can share with a classmate)

Unless stated otherwise, you are required to have laptops/tablets with keyboards in class to do work

**Note**: Some of the reading material contains content that some may consider offensive or triggering. If you are uncomfortable with any of the reading, please let me know and I will assign an alternative for you.

## **ENGL 1A Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Assignment Breakdown with Learning Goals and Outcomes

Section	Assignment	GELO	CLO	Word Count	Points	Percentage	
In-Class Essays	IC #1: Diagnostic	/	/	600	50	5%	
	IC #2	2-5	1, 4, 6-9	600	50	5%	
	IC #3	2-5	1, 4, 6-9	600	50	5%	
Out-of-Class Essays	OC #1: Profile	1-5	1-8	1000	150	15%	
	OC #2: Commentary	1-5	1-8	1000	150	15%	
	Multimodal Project	OC #3	1-5	1-8	750	50	5%
		Presentation			/	100	10%
Participation	Index Cards			1000	100	10%	
	Canvas Posts			1000	100	10%	
	Peer Reviews			450	100	10%	
	Group Notes			/	50	5%	
	Presentations			1000	50	5%	
<b>Total</b>		/	/	8000 words	1000	100%	

## Grade Breakdown: At a Glance

Section	Word Count	Points	Percentage
In-Class Essays	1800	150	15%
Out-of-Class Essays	2750	2750	45%
Participation	3450	400	40%
<b>Total</b>	8000 words	1000	100%

**Assignment Format:** All assignments should be typed and in 12-point font, one-inch margins, in Times New Roman font, and MLA format. All these things must meet MLA Format. Improperly formatted papers will lose points. Any handwritten assignments should be in blue or black ink. No pencil!

**Formatting Resource:** Owl Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/747/01/>)

**In-class Essays:** (IC #1, 2, 3): You will complete three in-class essays. IC essay topics may be announced before the day of the essay.

**Out-of-class Essays:** (OC #1, 2, 3): You will complete three out-of-class essays. Writing is a process, and these OC essays will often stem from IC essays. All final drafts will be submitted online through Turnitin/Canvas.

**Index Cards:** On some class days, you will be asked to write your response to a prompt I've provided on an index card (that you bring). The prompts to these cards will only be given during class. If you are not in class when the prompt is given, you will not get points.

**Peer Reviews:** You are to bring a hardcopy of your rough draft for your OC essays to class on Peer Review days. The purpose of the Peer Reviews is for you to provide feedback on your peer's essay. If you are not present in class on the day of the Peer Reviews to read and provide feedback on a hardcopy of your peer's essay, you will not get points.

**Group Notes:** For each of our three class units, you will be put into groups of five. With these group members, you will start a Google Doc to take notes on my lectures and what happens in class that you all can look back on later. Your notes can be about my instructions and specifications for assignments, my answers to your classmates' questions, your classmates' comments during class, or anything else you think will be important. You are responsible for checking these notes regularly, especially if you miss a class session. You are also responsible for making corrections if necessary. The whole group will get a collective grade. So if one of your groupmates misses a session and contacts me to ask a question that I have answered during class because no one recorded the answer in the Google Doc, I will dock points from the group collectively. You are permitted to contact me with questions if you need clarification on wording or if you have a personal, specific issue. But that should be your last resort.

## **The following are the 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.

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and language. All assignments, quizzes, and exams are graded on a traditional A-F scale.

### **The "A" Paper**

**Thesis:** Easily identifiable, clear, reasonable, insightful (teaches the reader something) with an obvious connection to the paper's title.

**Structure:** Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Topic sentence of each paragraph supports main thesis, and examples in each paragraph support the topic sentence and only the topic sentence

**Use of evidence:** Primary source information used to support topic sentence with at least one example. Summaries and quoted material is smoothly integrated into sentence syntax and cited according to MLA guidelines.

**Analysis:** Demonstrates an in-depth understanding of the ideas in the assigned reading and critically responds to those ideas in an analytical, persuasive manner. Analysis is fresh and exciting, posing new ways to think about the material. Work displays critical thinking and avoids simplistic description or summary of information.

**Logic:** All ideas in the paper flow logically from one point to the next. The paper makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.

**Mechanics:** Correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements. Creates appropriate college level, academic tone.

Aim for an A. Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments may result in a D or F in the course.

**A = 100-90%    B = 89%-80%    C = 79-70%    D = 69-60%    F = 59%-lower**

**Note: Students must receive a C- or higher to pass the course**

## Classroom Protocol (Read carefully.)

**Late Policy:** In-class work cannot be made up. If you are not in class on the day the assignment is given, I will not accept it. This includes IC essays and presentations. Canvas posts and OC essays must be turned in on Turnitin/Canvas by the appointed time. No late Canvas posts are accepted. OC essays lose one full letter grade each day (M,T,W,R,F,Sa,Su) they are late. If you neglect to turn in your essay through Turnitin/Canvas by the appointed time, the essay will be counted as late. No OC essays are accepted if they are more than two class meetings late. OC#3 is the final, so it cannot be turned in late. Requests for extensions will be treated case-by-case.

**Participation:** If you are not in class, you cannot participate. What qualifies as participation: asking good questions; listening carefully and courteously to both me, your instructor, and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments. Participation points will be given based on whether or not you join discussions, and on short daily in-class free-writes/responses and quizzes. What does not qualify as participation: sleeping; staring; asking for repeated instructions; dominating discussions; making small talk; studying for another class; texting; going to the restroom. Time your bathroom breaks around class. Keep in mind that I will not necessarily tell you when you are gaining or losing participation points.

If you miss class, it is **your** responsibility to contact a classmate or consult your groups Google Docs to ask about assignments. Coming to me with questions should be your last option.

**Attendance:** If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas. If you miss a quiz or in-class writing, you cannot make it up. This is a college course, so if you miss a class it doesn't matter much why. If you miss class, you're missing valuable information. Arrive on time to each class and stay until the end of class. Arriving late or leaving early will result in a loss of participation points. You should attend all meetings of this class, not only because you are responsible for material discussed in class, but because active participation is essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading

**Electronics:** Laptops or tablets are required for all class sessions as all of your readings and assignments will be online. Obviously, you shouldn't be on Facebook, Tumblr, Instagram, etc. Cell phones are not allowed in class and must be turned off and put away in your bag. If I see you on your phone or if I see that you're looking at something not related to class, you will lose all participation points for the day. (If we did index cards or presentations or Canvas posts, whatever it is for the day, you will get a zero.) I will assume that if you are staring at your hands in your lap, you are texting

**Food:** Yes, water, coffee, tea, and soda are permitted. "Quiet" snacks that do not interfere or disrupt class are also permitted. No, you may not bring whole meals or anything with a crunch or a smell, such as cheeseburgers, burritos, or bowls. No, you may not eat chips. Clean up if you spill something.

**Consideration:** We will discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

**If you are a repeated offender for any of the issues listed above, I will ask you to leave.**

**University Policies:** Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## English 1A, Spring '19: Course Schedule

**Note:** The schedule is subject to change with fair notice. Because a majority of this course’s material is based on current events, some of the assigned reading will be changed to reflect this. Changes will be announced via Canvas or in class. All assignments, with the exception of the index cards, are to be turned in on Canvas unless stated otherwise.

### Course Schedule

Week	Mondays	Wednesdays
1 <u>Unit 1</u>	<b>Jan 28</b> <b>Assignment:</b> Upload a profile picture on Canvas Read “Writing with Style” (Vonnegut)	<b>Jan 30</b> Introduce Profile Assignment <b>Assignment:</b> Discussion Post #1
2	<b>Feb 4</b> <b>In-Class #1: Diagnostic</b> <b>Assignment:</b> Read Chapter 6 (Writing Today)	<b>Feb 6</b> <b>Assignment:</b> Discussion Post #2
3	<b>Feb 11</b> <b>Assignment:</b> Read “The Man Who Shot Michael Brown” (Jake Halpern) Discussion Post #3	<b>Feb 13</b> <b>Assignment:</b> Work on Profile Rough Draft; bring hardcopy next class for Peer Review
4	<b>Feb 18</b> Peer Review for Profile Essay <b>Assignment:</b> Read “Peculiar Benefits” (Gay) Discussion Post #4	<b>Feb 20</b> <b>Assignment:</b> Profile Rough Draft Due Canvas
5 <u>Unit 2</u>	<b>Feb 25</b> Introduce Commentary Assignment <b>Assignment:</b> Final Profile due on Canvas Google Docs notes due Profile Rough Draft Hardcopy with peer’s notes Read Chapter 10 (Writing Today)	<b>Feb 27</b> <b>Assignment:</b> Read “Mother Tongue (Tan) Discussion Post #5
6	<b>Mar 4</b> <b>Assignment:</b> Read “Achievement of Desire” (Rodriguez)	<b>Mar 6</b> <b>Assignment:</b> Discussion Post #6 Work on Commentary Rough Draft; Bring hardcopy next class for Peer Review
7	<b>Mar 11</b> Introduce Essay Project (Sign-up sheet) Peer Review for Commentary Essay	<b>Mar 13</b> <b>Assignment:</b> Read all three “Yelp Letters” Discussion Post #7
8	<b>Mar 18</b> <b>Assignment:</b> Read Chapter 5 (Writing Today)	<b>Mar 20</b> <b>Assignment:</b> Prepare for In-Class #2
9	<b>Mar 25</b> <b>In-Class #2</b>	<b>Mar 27</b> <b>Assignment:</b> Final Commentary due on Canvas Google Docs notes Due Commentary Rough Draft Hardcopy with peer’s notes
10	<b>Apr 1 – Apr 3</b>  <u>Spring Break</u>	

Week	Mondays	Wednesdays
11 <u>Unit 3</u>	<b>Apr 8</b> Introduce Ethnography Project; create groups <b>Assignment:</b> Read Chapter 9 (Curious Writer) Discussion Post #8	<b>Apr 10</b> Essay Project Presentations
12	<b>Apr 15</b> Essay Project Presentations <b>Assignment:</b> Read “How Millennials Became the Burnout Generation” (Peterson) Discussion Post #9	<b>Apr 17</b> <b>Assignment:</b> Read “My Freshman Year: Wordliness and Worldview” (Nathan)
13	<b>Apr 22</b> <b>In-Class #3</b>	<b>Apr 24</b> <b>Assignment:</b> Work on Ethnographic Essay Rough Draft Bring hardcopy next class
14	<b>Apr 29</b> Peer Review for Ethnographic Essay <b>Assignment:</b> Discussion Post #10	<b>May 1</b> Conferences <b>Assignment:</b> Work on Final Project
15	<b>May 6</b> Conferences <b>Assignment:</b> Turn in presentation materials Test projector out Ethnographic Rough Draft hardcopy with peer’s notes	<b>May 8</b> <b>Final Presentations</b>
16	<b>May 13</b> <b>Final Presentations (Last meeting)</b>	