

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 34, Spring 2020

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Office Hours: MW 12:00 p.m. – 1:00 p.m.

Class Days/Time: MW 3:00 p.m. – 4:15 p.m.

Classroom: Boccardo Business Building 224

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. Stretch English is one of the two courses that satisfy this requirement.

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.

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 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.

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 two essays shall be written in class. English 1A classes require at least three out-of-class essays. How the 8000-word minimum will be met and distributed is indicated on this syllabus.

Students shall receive frequent evaluation of their writing from the instructor. In evaluating student writing, I will comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

Reading: Reading for the course shall be extensive and intensive and include useful models of writing for academic, general, and specific audiences.

Research: English 1A may initiate students in the use of the library, but library research is not a required element of the course.

Diversity: Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

Tutoring: Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center.

Mandated Writing Center statement: “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: 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.”

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Diagnostic Essay	600	2-5
In-Class Essay	600	2-5
Rough Draft of Personal Essay	1400	2-5
Rough Drafts (2) of Argumentative Essay	1400 (each)	1-5
Rough Draft of Definition Essay	1400	2-5
3 Final Drafts of Take-Home Essays	1500 (each)	2-5
Portfolio Assignment	500	1-5

Reading Responses	Variable word count	1, 4
Final exam	600	1-5

Required Texts

Textbooks

Ballenger, Bruce. *The Curious Writer (Regular Edition)*. 5th Edition. Longman.

Cohen, Samuel. *50 Essays: A Portable Anthology*. 6th Edition. Bedford.

Other material

A dictionary

Two large green books for in-class essays

One yellow exam booklet for the final exam

Grading Policy

All take-home essays must be submitted in hard copy. No email submissions will be accepted. In-class essays will be completed in green books using a pen (no pencils). Final exam will be completed in yellow exam booklets. Participation will be graded based on contribution to class discussion, activities, and workshops, as well as written in-class assignments. Reading responses are well-thought out responses to the weekly readings assigned in your course schedule. There will be no extra credit available in this course.

Students are expected to submit all assignments on the date and time designated in the syllabus. Any essay turned in after class on its due date will receive an automatic reduction of one full grade (10%). Essays turned in after the week of instruction will not be accepted. Each student will be allowed to make up **one** in-class essay per semester with a 10% grade penalty. Other work done during class periods may not be made up.

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.

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.

Final Exam: Your final exam shall count 15 percent toward the course grade. Students must take the final exam in order to pass this course. **Final Exam Date: Wednesday, May 13, 12:15 p.m.**

Reading Responses:

You are required to write a one-paragraph reflection on every reading assignment I give you. Your paragraph must be submitted on the day the reading is due. This is an informal writing activity and completely open-ended (lots of freedom to take it in whatever direction you choose). Perhaps some portion of the reading conveyed an idea that interested you and you would like to elaborate on what your thoughts were, or maybe the author described an experience or feeling that you can relate to and you want to discuss that. You may even find an idea or point that you disagree with, in which case you could elaborate on why you disagreed with the author. If you are writing a response to a reading in *The Curious Writer*, you could share your thoughts on some of the writing strategies and tips the author offers. You may have used some of those strategies before and could share whether you find them effective, or maybe the author is introducing an entirely new concept to you and you would like to discuss what you think of it.

Make sure you avoid summarizing. I want to see that you are critically engaging with the text in some way.

Reading responses must be typed and handed in. They are credit/no credit -- if you show you have engaged critically with what you have read, you receive credit. I will allow **three late submissions** for reading responses (for days you may be absent) **but no more.**

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.

Grading: A-F. This class must be passed with a C- or higher to move on to CORE GE Area A2 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. 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.

More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Grading Distribution:

Diagnostic essay (600 words)	Not graded
1 In-Class essay (600 words)	7.5%
Rough Draft of Personal Essay	5%
Rough Drafts of Argumentative Paper	10%
Rough Draft of Definition Essay	5%
3 Take-Home Essays (Variable word count)	30% total, 10% each
Participation/Reading Response	20%
Portfolio Assignment	7.5%
Final Exam	15%

Classroom Protocol

Behavior: Disruptive behavior will not be tolerated in my classroom. If you behave in a disruptive manner, you will be immediately asked to leave and will not be permitted to attend any future class sessions until after you have met with me during office hours to discuss your behavior.

Electronic Devices: All electronic devices must be put away (and phones set on silent) during class (unless I plan to have you use an electronic device for an in-class assignment, in which case I will notify you). Exceptions will be made only with clearance from the Accessible Education Center.

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>.

English 1A Spring 2020, Course Schedule

Note: This is a tentative schedule. Any changes will be notified in advance.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Mon, 1/27 Wed 1/29	Introduction. In-class Diagnostic Exam. (500 words) “How to Email Your Professor (without being annoying AF)” – Laura Portwood-Stacer
2	Mon, 2/3 Wed, 2/5	No class. Cohen: Introduction: p. 1-10. “Superman and Me.” – Sherman Alexie. CW: Chapter 1.
3	Mon, 2/10 Wed, 2/12	CW: Chapter 3. “Against School.” -- John Gatto Cohen: “The Fourth of July.” –Audre Lorde. In-class writing activity. CW: Chapter 2
4	Mon, 2/17 Wed, 2/19	First Draft of First Take-Home Essay Due. (1400 words) Peer Review Workshop. Cohen: “Learning to Read and Write.” – Frederick Douglass. Cohen: “Letter from Birmingham Jail.” – Martin Luther King, Jr. Group writing activity.
5	Mon, 2/24	Final Draft of First Take-Home Essay Due. (1500 words) “Crito” – Plato

	Wed, 2/26	CW: Chapter 6. Cohen: “A Modest Proposal.” – Jonathan Swift
6	Mon, 3/2	Cohen: “The Ways We Lie.” – Stephanie Ericsson. “The Insufficiency of Honesty.” – Stephen L. Carter.
	Wed, 3/4	First Draft of Second Take-Home Paper Due. (1300 words) Peer Review Workshop. In class: Summarize the feedback you received from your peer group. Explain two significant changes you will make in your revision and why.
7	Mon, 3/9	CW: Chapter 11, p. 360–370. “Men, Women, Sex, and Darwin.” – Natalie Angier
	Wed, 3/11	Second Draft of Second Take-Home Essay Due. (1400 words) CW: Chapter 11, p. 370 – 385. “No Name Woman.” – Maxine Hong Kingston
8	Mon, 3/16	Cohen: “Is Google Making Us Stupid?” – Nicholas Carr, p. 87.
	Wed, 3/18	“Is Facebook Making Us Lonely?” – Stephen Marche
9	Mon, 3/23	Excerpt from “Bored, Lonely, Angry, Stupid: Changing Feelings from the Telegraph to Twitter” – Susan Matt and Luke Fernandez
	Wed, 3/25	Excerpt from “Hamlet’s Blackberry” – William Powers
10	Mon, 3/30	SPRING BREAK
	Wed, 4/1	
11	Mon, 4/6	Cohen: “Once More to the Lake” – EB White. Second Take-Home Essay Due. (1500 words)
	Wed, 4/8	In-class critical thinking activity.
12	Mon, 4/13	In-Class Essay. (600 words)
	Wed, 4/15	TBA
13	Mon, 4/20	“Notes of a Native Speaker” – Eric Liu. Prewriting Exercise.
	Wed, 4/22	Cohen: “The Myth of the Latin Woman: I Just Met a Girl Named Maria” – p. 103.
14	Mon, 4/27	First Draft of Third Take-Home Essay Due. Peer Review Workshop. (1400 Words)
	Wed, 4/29	In-class critical thinking and writing activity (Prep for Final).
15	Mon, 5/4	First Draft of Portfolio Reflective Essay Due. Peer Review Workshop. (2 pages, double-spaced.)

	Wed, 5/6	Third Take-Home Essay Due (1500 words). In-class critical thinking and writing activity (Prep for Final).
16	Mon, 5/11	Final Draft of Portfolio Reflective Essay Due. Prep for Final. Course Wrap-up.