

San José State University
Department of English & Comparative Literature
English 1A, Section 15
Tues/Thurs 12.30-1.45
Fall 2021

Instructor: Lukas Moe
Email: lukas.moe01@sjsu.edu
Class Location: Boccardo Business Education Center 123
Office Hours: Tuesdays and Thursdays, 3.45-4.45
Prerequisites: Completion of *Reflection on College Writing*
GE Studies Category: English 1A satisfies Written Communication I, GE Area A2
Degree credit: To earn graduation credit in this category, you must complete the semester with a grade of C- or better.
Course Description: English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

COURSE DESCRIPTION

We all write—for school, for work, for posting on social media. But what makes us effective writers? In this course, students will learn and develop the skills of written communication, persuasion and rhetorical analysis, from the personal essay to the research proposal.

Through the theme of “experience,” this course is designed to support students in their individual journeys as writers. Whatever your interest level in “English” as a subject, this course offers a space for engaging with writing in ways that matter to you. Becoming a confident writer is a lifelong process. You might be taking English 1a simply to fulfill the requirement; or, it might be top of your agenda. Either way, you are in the right place.

COURSE FORMAT & TECHNOLOGY

Class will meet in person, twice a week. You will need a computer to submit assignments, participate in peer review and access the course’s Canvas page. There you will find the syllabus and readings. I will make announcements and communicate with the class over Canvas. I expect you to check the Canvas page in advance of every class meeting.

Use of computers and tablets is permitted in class for the purpose at hand. If you aren’t actively using your screen for class-related reasons (reading, taking notes, workshopping), please stow away your device.

GE Learning Outcomes (GELOs)

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically;
2. demonstrate the ability to 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. demonstrate an ability to integrate their 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.

Course Learning Outcomes (CLOs)

As part of the English Department's composition program, every student submits a culminating portfolio that contains samples of your strongest work from the semester. In a 500-word reflection essay you will assess the progress you've made as a writer, reflecting on the ways that your writing fulfilled the goals of this class. This portfolio will be scored by your instructor and one other English 1a faculty, and will demonstrate your ability to:

- annotate a reading selection to develop a summary and response in your writing (GELO1)
- identify audience and purpose in texts from several genres (GELO 1,3,4)
- explain how genres work to serve audience and context (GELO 1, 3)
- understand rhetorical situations and devise strategies for an effective appeal to an authentic audience (GELO 1, 3)
- use readings as models for your own writing strategies (GELO 1, 4)
- explain and critique information and ideas from your reading (GELO 1, 3, 4)
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4)
- use quotation and summary to create context for your writing (GELO 1, 4, 5)
- discuss specific strategies for prewriting and revision that have worked for you (GELO 2)
- repurpose acquired skills and information to tackle new writing problems (GELO 2)
- identify new sentence forms and imitate them (GELO 1, 2, 3, 4, 5)
- identify and apply effective strategies for editing your work (GELO 2, 5)
- reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4)

READINGS

- *The Writer's Practice*, by John Warner. ISBN: 978-0143133155 (available for purchase in the Spartan Bookstore)

- *Citizen*, by Claudia Rankine

*All incoming SJSU first-year students should get a free copy of this text. If you haven't, please let me know.

- All other readings will be available via the Canvas course readings folder.

REQUIREMENTS & ASSIGNMENTS

You are required to write 8,000 words (roughly 30 double-spaced pages) in this class, of which 4,000 words must be revised, edited and polished. There are 8 writing experiences in this class, listed below. You are required to complete at least 5. Everyone must complete the experiences marked "REQUIRED." The others are of your choosing, but plan accordingly to meet the word

requirements. Your drafts must add up to 8,000 words, and your revised drafts 4,000 words. (You need only revise half of the writing you do in this class.)

Guidelines for writing experiences are found in John Warner's *The Writer's Practice*.

1. Instructions: "How do I?" (Warner, p. 21)—250 words
2. Review: "Should I?" (p. 30)—500-750 words
3. Profile Essay: "Who Are They?" (p. 43) OR "Who Is This Stranger" (p.217)—750-1,000 words
4. Cultural Analysis: "Who Are We?" (p. 83) OR "What's So Funny" (p. 90)—1,000-1,500 words
5. Public Opinion: "What's Going to Happen?" (p. 96) OR "How It All Going to End?" (p.113)—1,000 words
6. *REQUIRED* Argument Summary & Response: "What Do They Mean?" (p. 125)—1,500-2,000 words
7. Interpersonal Writing: "Are You Trying to Make Me Angry?" (p. 195) OR "What Should I Do?" (p.207)—750-1,000 words
8. *REQUIRED* Proposal: "May I?"—1,500-1,750 words

Every other week you will submit writing, in draft or revised form. **Written assignments will be due by 11.59pm and should be submitted electronically on Canvas.**

You are also required to complete a modest amount of reading for this course, no more than 20 pages per week. Please come to class prepared to discuss readings indicated on the course schedule. For example, you should read Warner, pp. 15-29 **before** coming to class on Tuesday, August 24th.

BIBLIOGRAPHY AND CITATION

This course does not require extensive independent research. However, a few of the writing experiences require you to cite your sources. For guidelines to MLA and Chicago style citation, see Purdue University's writing lab, a free online resource: owl.purdue.edu

FINAL EXAMINATION

Instead of a final exam, this course concludes with a portfolio. By the end of the exam period you will need to submit a 500-word reflection on your development as a writer, as well as a selection of your writing in support of your reflection.

GRADING INFORMATION

The amount of work you do for this course will decide your grade. Not only your effort in your writing but your participation in classroom discussions, workshops and peer review will contribute to your grade for this course. If you don't feel comfortable speaking in large-group discussions, send me an email letting me know, and we'll think of alternative ways for you to participate.

Below I've listed the baseline requirements for passing, very good, and exceptional written work in English 1a. It's up to you what bar you set yourself. There is no shame in achieving a B in a college course. The first week of class, we will discuss what we mean—as students and

instructor, in terms of style and substance—when we speak of “passing,” “very good,” and “exceptional” writing.

To receive a passing grade (C):

- Complete and submit 5 of 8 writing experiences by the deadline, including 4,000 total words of revised drafts and REQUIRED experiences (“Argument Summary” and “Proposal”).
- Complete and submit the final writing portfolio by the deadline.
- Arrive at class on time, having finished the assigned readings. Listen respectfully to your classmates and participate in class discussion.
- Avoid plagiarism.

To receive a very good grade (B):

- Complete and submit 6 of 8 writing experiences by the deadline, including 4,000 total words of revised drafts and REQUIRED experiences (“Argument Summary” and “Proposal”).
- Complete and submit the final writing portfolio by the deadline.
- 2 of your writing experiences must be of very good quality in both style and substance.
- Arrive at class on time, having finished the assigned readings. Listen respectfully to your classmates and participate in class discussion.
- Avoid plagiarism.
- Use proper citation style (MLA or Chicago) wherever applicable.

To receive an exceptional grade (A):

- Complete and submit 7 of 8 writing experiences by the deadline, including 4,000 total words of revised drafts and REQUIRED experiences (“Argument Summary” and “Proposal”).
- Complete and submit the final writing portfolio by the deadline.
- 3 of your writing experiences must be of exceptional quality in both style and substance.
- Arrive at class on time, having finished the assigned readings. Listen respectfully to your classmates and participate in class discussion.
- Avoid plagiarism.
- Use proper citation style (MLA or Chicago) wherever applicable.

FEEDBACK

You will receive feedback on all of your writing within two weeks of submission. You'll find my comments in the same place where you submitted your work on Canvas.

WRITING CENTER

I strongly encourage you to visit (virtually) the SJSU Writing Center, which provides a variety of resources including one-on-one tutoring. To make an appointment visit sjsu.edu/writingcenter.

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and student services (e.g. learning assistance, counseling, and other

resources) are listed on (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Visit this page to review and be aware of these university policies and resources.

COURSE SCHEDULE (changes will be announced via Canvas)

Week	Date	Readings, Writing Experiences, Deadlines
		Abbreviations: Warner = <i>The Writer's Practice</i> ; Rankine = <i>Citizen</i> ; WE = writing experience 1, 2, 3... (as listed above)
1	Th 8/19	Course Introduction
2 Audience	Tues 8/24	Warner, pp 15-29; Conversation about grades WE 1 first draft due 11.59pm
Audience cont.	Th 8/26	Rankine, pp 5-18
	Sun 8/29	WE 1 final draft due 11.59pm
3 Purpose	Tues 8/31	Warner, pp 30-40
Purpose pt. 2	Th 9/2	Wells, "Slips and Stumbles"
	Sun 9/5	WE 2 first draft due 11.59pm
4 Profile	Tues 9/7	Warner, pp 41-48 Machado, "Unruly, Adjective"
	Th 9/9	Laymon, "Do Not Accept Nan Check" WE 2 final draft due 11.59pm
5	Tues 9/14	Hong, "The Slur I Never Expected to Hear"
Influence	Th 9/16	Warner, pp 74-76, 83-89 WE 3 first draft due 11.59pm
6	Tues 9/21	Solnit, "Poison Apples"
	Th 9/23	Warner, pp 90-95 WE 3 final draft due 11.59pm

	Mon 9/27	5pm, Claudia Rankine reading www.crowdcast.io/e/cla-presents-claudia
7 Message	Tues 9/28	Aroesti, "Cancel culture killing comedy?"; Khorsandi, "Cancel culture is ruining comedy" WE 4 first draft due 11.59pm
	Th 9/30	Warner, pp 96-104; Nguyen, "Capitol Riot"
	Sun 10/3	WE 4 final draft due 11.59pm
8	Tues 10/5	Warner, pp 113-119; Noisecat, "How to Survive an Apocalypse"
	Th 10/7	Snap Judgment Podcast (choose an episode); WE 5 first draft due 11.59pm
9 Argument	Tues 10/12	Kaba, "Summer Heat"
	Wed 10/13	WE 5 final draft due 11.59pm
	Th 10/14	Warner (read only) pp. 121-143; Research methods workshop
10	Tues 10/19	Cottom, "Dying to be Competent"
	Th 10/21	Rankine, pp ; Warner, pp
	Sun 10/24	WE 6 first draft due 11.59pm
11 Persuasion	Tues 10/26	Lalami, "Not In This Together"
	Th 10/28	Peer Editing Workshop
12	Tues 11/2	Nguyen, "Advice for artists" WE 6 final draft due 11.59pm
	Th 11/4	Warner, pp
	Sun	WE 7 first draft due 11.59pm

	11/7	
13 Voice	Tues 11/9	Vonnegut, "How to write with style"
	11/11	NO CLASS, Veteran's Day
	Sun 11/14	WE 7 final draft due 11.59pm
14	Tues 11/16	Kaba, "So You're Thinking About Becoming an Abolitionist"
Story	Th 11/18	Sanders, "The Most Human Art"
15	Tues 11/23	WE 8 first draft due 11.59pm
	11/25	NO CLASS, Thanksgiving Recess
16	Tues 11/30	Solnit, "Medical Mountaineers"
	Th 12/2	Warner pp. 231-235; Course Conclusions
17	12/7	NO CLASS, Study Day
	Sun 12/12	WE 8 final draft due 11.59pm
18	Tues 12/14	Writing Portfolio due 11.59pm