

San José State University
College of Humanities and Arts/
Department of English & Comparative Literature
English 1A, First Year Writing, Sections 56 and 71, Fall 2021

Course and Contact Information

Instructor:	Allison St. Dennis
Email:	allison.stdennis@sjsu.edu
Office Hours:	T/R 10:00-11:00 a.m. and by appointment. Zoom link: https://sjsu.zoom.us/j/81595870382?pwd=NllxTXdxV1JoQWtKNitCam4vaWN0dz09 Password: 365283
Class Days/Time/Classroom:	Sect 56: Mon asynch online, Wed in person 9:00-10:15 am in BBC 123 Sect 71: Mon asynch online, Wed in person 10:45 am-12:00 pm in BBC 122
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	Satisfies GE Area A2 Written Communication I (with a grade of C- or better)

Course Description

General 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.

Section Specific Description

In our section of English 1A, we will be developing our rhetorical abilities while focusing on the theme of humor. Humor and the comedic arts are rhetorical in that they represent sophisticated arguments that aspire not only to elicit laughter from audiences, but also possibly to provoke, persuade, correct, or condemn audiences. We will do some serious analysis of comedic compositions and performances to understand their purposes and audiences to understand how the artform reflects and shapes attitudes about contemporary social issues. We'll also discover something about ourselves when we examine just what it is we find so funny.

GE Learning Outcomes (GELO)

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

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. use college-level language with clarity and grammatical proficiency.

Required Texts/Readings

Textbooks

Boyle, Kirk. *The Rhetoric of Humor*. Bedford/St. Martin's. ISBN: 978-1-319-02013-2

Other Required Readings

Purdue Online Writing Lab website for grammar and documentation conventions
Additional readings must be downloaded from our virtual classroom in Canvas

Other technology requirements / equipment / material

Regular access to the internet and Canvas and a word processor.

Course Requirements and Assignments

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.

Assignments

- **Essay Assignment Word Count and Learning Goals** (GELOs 1-5): For each essay, you will be given a prompt with specific guidelines to write the essay. Both rough and final drafts must be typed, using MLA documentation style. All final essays must be submitted to Turnitin.com via Canvas to check for plagiarism.

Essay Assignment	Word Count	GELOs
Essay 1: humor theory analysis	1000	1, 2, 4, 5
Essay 2: ethos and rhetor analysis	1000	1-5
Essay 3: film reflection	750	1-5
Essay 4: argument—the comic right to offend	1200	1-5
Final self-reflection essay and e-portfolio	750	1-5

- **Peer Review Workshops and Essay Revision** (GELOs 1, 2, 5): For three of the essays, you will write a complete rough draft to participate in a peer-review workshop. You will exchange rough drafts with a classmate and comment upon the strengths and weaknesses of each other's essays and offer suggestions for improvement.
- **Reading Responses and Discussion Posts** (GELOs 1, 4, 5): For our reading assignments this semester, you will compose a reading response or discussion post. They are due in Canvas before class on the day they are listed in the schedule. You can work ahead if you like. Responses and Discussion posts should be at least a healthy paragraph, around 200 words in length, and demonstrate thoughtfulness in response to the prompt and assigned reading. At the end of the semester, if it helps your grade, I will "throw out" your two lowest Reading Responses, just to cut you a little slack in the homework schedule.
- **Grammar and Writing Homework and In-class Activities** (GELO 1, 2, 5): Listed in the schedule are some grammar exercises and writing practice homework that will help you to articulate your ideas clearly.
- **Final Exam** (SLO 2, 3, 5): The final exam will be a self-reflection essay. Please note the exam schedule for your class section below:
 - Sect 56 (W 9:00-10:15): Final Exam is on Th, Dec 9, 7:15-9:30 am
 - Sect 71 (W 10:45-12:00): Final Exam is on Wed, Dec 8, 9:45 am-12:00 pm

Determination of Grades

Grading: A-F. This class must be passed with a C- (70%) or better to fulfill GE Area 2. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

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

Assignments

Essays 1 and 2 (130 pnts each)

Film Response

Essay 4

Final self-reflection essay

Reading Responses and Discussion posts

Peer review workshops (10 pnts each)

Grammar and writing homework and quizzes, in-class activities

Points

260

80

150

100

45*

30

110*

775 points possible*

*These points are approximate, depending on how many activities we do throughout the semester.

Classroom Protocol

- **Office Hours:** Visit my scheduled office hours or make an appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments. **Put our course name and section number or time/date of our course (for example: 1A, MW 9am) in the Subject of your email.** Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in your email, and sign your emails with your name. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy to read. These are all professional courtesies and good practice for your future careers.
- **Attendance:** We will do activities in our live class sessions, for which you will receive points. There are no make-ups for these assignments. If you are absent, email me so I can advise you of any important class developments. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. Late papers without an excused absence will be marked down a letter grade for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. Provide documentation (doctor's note, etc.) to excuse an absence.
- **Classroom and online conduct:** Please be courteous in our live classes and in your written online responses to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking. When critiquing one another's work online, offer constructive and kind advice. During our in-person classes, **put away laptops and phones** unless otherwise permitted. These are distractions from the lecture and class activities.
- **Covid-19 protocols:** Please observe the [university's health and safety protocols](#) so we can have a healthy semester together:
 - Monitor your symptoms every day before coming to canvas; you must be free of any of the following symptoms potentially related to Covid-19: cough, shortness of breath, fever, chills, runny nose or sinus congestion, muscle pain, headache, sore throat, fatigue, nausea, vomiting, diarrhea, new GI symptoms, loss of taste or smell
 - Don't come to campus if you have tested positive for Covid-19. The university will contact you about when you may return
 - Get tested once a month if you live and/or work on campus
 - Practice social distancing, keeping 6-feet distance from others around you
 - Wear a mask or face covering while inside campus facilities, even if you have been vaccinated
 - No eating or drinking while in class
 - Vacate the classrooms during the ½-hour interval between classes to allow the air to clear out
 - Wash your hands frequently and use hand sanitizer

University Policies

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on [GUP's Syllabus Information](http://www.sjsu.edu/gup/syllabusinfo) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

Plagiarism: To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's [Academic Integrity Policy](#). Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

English 1A / First Year Writing, Fall 2021, Course Schedule

Notes:

1. Assignments and due dates are subject to change. You will be notified of such changes at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below for both the asynch and in-person days of our class meets. Come to our live class meetings having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and take notes.
4. You are not responsible for completing any exercises you encounter in your reading as homework if they are not listed in our schedule or assigned in class.

Color Key

Holiday
Daily homework and in-class work
Paper assignment or project due

Abbreviations: **RH** = *The Rhetoric of Humor*

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 8/23	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <p>Introduction to the course and Canvas Complete the Start Here Module: Things You Need to Know about the Course and Week 1 Practices--due Wed, 8/25 before class.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/25	<p style="text-align: center;">In-Person Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Complete “Start Here” Activities in Canvas from Monday • Submit: Funniest Moment • Read <i>RH</i>: “Introduction to Students” (1-7) <p style="text-align: center;"><i>Note: The reading is available in Canvas if you don’t have your book yet.</i></p> <p>In class: Rhetorical pentad, notetaking</p>
2	M 8/30	<p style="text-align: center;">Asynchronous class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Watch and Respond: Comedy Montage by Decade • Discussion Post 1: New Yorker cartoon caption—First thoughts • Read: Lamott’s “Shitty First Drafts” (in Canvas) • Submit: Cornell notes on “Shitty First Drafts” • Read: Essay 1 Prompt
2	W 9/1	<p style="text-align: center;">In-person Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Ch. 1 Intro: “Act: What Takes Place When We Laugh?” (9-12) • Read excerpt from Rappoport’s “What Makes Us Laugh” (excerpt 13-21) • Submit: Reading Response 1 • Submit: Humor Theory Chart Quotes <p>In class: SNL skit analysis part 1</p>
3	M 9/6	Labor Day—No Class
3	W 9/8	<p style="text-align: center;">In-person Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Teuth’s “Breaking and Entering: Transgressive Comedy on Television” (excerpt 106-108) <p>In class: SNL skit analysis part 2</p>
4	M 9/13	<p style="text-align: center;">Asynchronous class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Discussion Post 2: New Yorker cartoon caption—Revisited • Submit: Funniest Moment Revisited • Read: <i>WPA</i>’s Statement on Plagiarism (Canvas) • Quiz: “What is Plagiarism?” • Read: Excerpts from SJSU’s Academic Integrity Policy • Quiz: “Identifying Plagiarism”
4	W 9/15	<p style="text-align: center;">In-person Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Quoting Step-by-Step • Quiz: Practicing Model Quotes • Grammar quiz: Run-ons <p>In class: Using sources, thesis statements, outline for essay</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	M 9/20	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> Rough draft Essay 1 due—upload draft to Canvas and begin peer review due before our next class
5	W 9/22	<p style="text-align: center;">In-person Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> Submit: Peer Reviews due Read <i>RH</i>: Ch. 3 intro: “Agent: Who (or What) Is a Comedian?” (127-130) Read: Essay 2 prompt <p>In Class:</p> <ul style="list-style-type: none"> Watch Video of Select Comedians and complete “Who Appeals to You?” table and paragraph Introduction to Criterion
6	M 9/27	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas: Submit: Essay 1 due: theory of humor analysis (uploaded to Canvas)</p> <ul style="list-style-type: none"> Read excerpts from Lavin’s <i>Women and Comedy in Solo Performance</i> (in Canvas) Submit: Reading Response 2 Submit: Roseanne Barr clip response Grammar quiz: Sentence Fragments
6	W 9/29	<p style="text-align: center;">In-person Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> Read excerpts from Double’s <i>Getting the Joke</i> (in Canvas) Submit: Reading Response 3 due <p>In class: Lecture and/or discussion</p>
7	M 10/4	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> Read: Rice on Paragraphs (in Canvas) Quiz: Paragraphs Read: Lesson 9 “Concision” (in Canvas) Quiz: Concision
7	W 10/6	<p style="text-align: center;">In-person Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> Rough draft Essay 2 due in Google doc; bring laptop to class Peruse Purdue OWL documentation styles: MLA <p>In class: Peer review, Works Cited page</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	M 10/11	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Essay 2 and Cover Letter due: ethos and the rhetor analysis • Read: <i>RH</i> Ch. 4 intro: “Purpose: What Is the Function of Satire in a Democratic Society?” (203-206) • Consult: Satire Definition and Techniques • Read: Getches’ “I Have a Chip but It’s Not on My Shoulder” (in Canvas) • Read: Introduction to Short-Answer Film Reflection
8	W 10/13	<p style="text-align: center;">In-person Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Twain’s “The War Prayer” (in Canvas) • Submit: Discussion Post 3 <p>In class: Introduction to the film, lecture on satire</p>
9	M 10/18	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas: Watch <i>Parasite</i>.</p>
9	W 10/20	<p style="text-align: center;">In-person Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Watch Prep Video for Parasite Short-Answer Response • Quiz: Prep for film reflection • Grammar quiz: Commas <p>In class: Prep for Short-Answer Response</p>
10	M 10/25	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas: Short-answer film reflection (timed writing)</p>
10	W 10/27	<p style="text-align: center;">In-person Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Essay 4 prompt • Read: <i>RH</i>: Flanagan’s “That’s Not Funny!” (70-78) • Submit: Reading Response 4 due in Canvas • Submit: Notes on Flanagan <p>In class: Introduction to Essay 4</p>
11	M 11/1	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Read: Leyton’s “Laughing It Off” (94-102) • Read <i>RH</i>: Crouch’s “Is Social Media Ruining Comedy?” (120-125) • Submit: Notes on Leyton and Crouch • Submit: Reading Response 5 due in Canvas
11	W 11/3	<p style="text-align: center;">In-person Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Tueth’s “Breaking and Entering: Transgressive Comedy on Television” (103-115) • Submit: Notes on Tueth • Submit: Reading Response 6 due • Grammar Quiz: Subject-verb agreement <p>In class: Lecture and/or discussion and background on Charlie Hebdo</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	M 11/8	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Read: Background on the Charlie Hebdo Attacks for Context • Read: <i>RH</i>: Sacco’s “On Satire: A Response to the Charlie Hebdo Attacks” (207-209) • Read: Parks’ “The Limits of Satire” (210-215) • Submit: Reading Response 7 due in Canvas • Grammar quiz: Apostrophes
12	W 11/10	<p style="text-align: center;">In-person Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Fisher’s “What Everyone Gets Wrong about Charlie Hebdo and Racism” (in Canvas) • Reading Response 8 due • Submit: Notes on Sacco, Parks, and Fisher <p>In class: Lecture and discussion</p>
13	M 11/15	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Read: Advice “Thesis and Possible Outlines for Essay 4” • Complete: Working thesis and Outline
13	W 11/17	<p style="text-align: center;">In-person Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Rough draft Essay 4 due in Google doc; bring laptop to class <p>In class: peer review</p>
14	M 11/22	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Essay 4 and Cover Letter due: argument essay • Introduction to self-reflection essay
14	W 11/24	Thanksgiving holiday—No Class
15	M 11/29	<p style="text-align: center;">Asynchronous Class</p> <p>In Canvas: Writing your self-reflection essay</p>
15	W 12/1	<p style="text-align: center;">In-person Class</p> <p>Before Class: Bring your laptop to class</p> <p>In class: creating your ePortfolio and submitting it the link</p>
16	M 12/6	<p style="text-align: center;">Asynchronous Class <i>Last Day of Instruction</i></p> <p>On Zoom: Drop-in class for additional support for final paper via Zoom office hour link, 9:00 am-12:00 pm</p>
Final Exam Date	Note time and date for your section	<p>Submit Final Essay by the following times for your section:</p> <ul style="list-style-type: none"> ➤ Sect 56 (MW 9:00-10:15 am): Th, 12/9, 7:15-9:30 am PST ➤ Sect 71 (MW 10:45-12:00 pm): W, 12/8, 9:45am-12:00 pm PST