

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section #30, Fall 2022

Course and Contact Information

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| Instructor: | Sara Cook |
| Office Location: | Faculty Offices building, room 109 |
| Telephone: | (408) 924-5089 |
| Email: | Sara.Cook@sjsu.edu |
| Office Hours: | Tuesdays & Thursdays: Noon – 1pm (Zoom link) |
| Class Days/Time: | Tuesdays & Thursdays: 9am – 10:15am, mask required |
| Classroom: | BBC, room 130 |
| Prerequisites: | Reflection on College Writing |
| GE/SJSU Studies Category: | GE Area A2 Written Communication I |

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 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. Writing assignments will correspond to the readings and will increase in

difficulty as we move through the semester. All assignments must be in MLA format and are submitted through Canvas.

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 take notes on each text.

Rough Drafts & Workshops: Major assignments require rough drafts. Rough drafts must be turned in with your final draft. If you only turn in one draft of an assignment where multiple drafts are due, you will receive an “F” for that assignment.

Workshops are a chance for you to test drive your essay and are very important to the writing process. You must attend! If you miss a peer evaluation workshop, you will forfeit one letter grade on the assignment.

Group work & Homework: Throughout the semester, you will have homework assignments to complete and submit on Canvas, as well as in class group work assignments. **Both group work and homework cannot be made-up.**

Participation: Your thoughts and questions are important to our communal growth as writers and critical thinkers. The potency of our class depends on your commitment to reading, discussing, and writing with conscientiousness and consistency. Your participation will be assessed through in-class work, group work, and oral participation.

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.

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. 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 Word Count and Learning Goals

| Assignment | Final Draft Word Count | GELO |
|--|------------------------|----------|
| Assignment 1: Narrative essay | 1200 | 1 - 3, 5 |
| Assignment 2: Critical essay | 1200 | 1 – 5 |
| Assignment 3: Research essay | 1400 | 1 – 5 |
| Final Project: Portfolio | 500 | 1 – 5 |
| Homework, in-class writing, and other work | 2000 | 1 – 5 |

Required Texts

Textbooks / Materials

- *Course Reader* compiled by Sara Cook
 - This is available for free on our Canvas course
- *On Writing Well* by William Zinsser (online, free)
 - This is available for free on our Canvas course
- *The Other Wes Moore* by Wes Moore
 - This is available at The Spartan Bookstore
- Access to *OWL: Purdue Online Writing Lab*
- Recommended online dictionary: Oxford

Other Readings

Other readings will be posted on Canvas throughout the semester. **Notice of any additions will be sent via Canvas.**

Grading Policy

Grading: A-F. To receive credit for GE Area 2, 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. 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.

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|-----------------------|-----|
| Assignment 1 | 15% |
| Assignment 2 | 20% |
| Assignment 3 | 25% |
| Final Portfolio | 10% |
| Homework + other work | 20% |
| Participation | 10% |

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.

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**.
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 our meeting.
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, speak up in class, come to see me in my office, or send an email.

My Professional Policies

1. I do not accept late work.
2. I do not accept work via email (unless I specifically request it).
3. In class work cannot be made-up.
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. Office hours are held over Zoom (link on page 1 of Syllabus).

University Policies

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 available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

A Few Last Words

Once you graduate with your Bachelor's degree, you will be among the top 1% educated people in the world. From this fact I would like you to 1) take pride in this, and 2) don't take this opportunity for granted (even though the last few years have been really tough). Don't slack. Enjoy your time at SJSU and work hard -- it is possible to do both concurrently.

Writing well is difficult, and like anything else, you have to work at it. Don't sit back and wait for your brain to effortlessly absorb the material. Engage yourself and you may discover that your writing reveals things to you

that you didn't know and that your writing is better than you thought. And lastly, again, please do not hesitate to communicate with me. I am here to help you and look forward to working with you this semester.

English 1A: First-Year Writing, Fall 2022, Course Schedule

This schedule is subject to change. All scheduled readings and assignments need to be completed by the time you come to class on the day they are listed.

Zinsser = On Writing Well by William Zinsser (link to this on Canvas)

CR = Course Reader (link to this on Canvas)

Canvas = These readings are posted on Canvas.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| 1 | 8/23/22 | Introduction |
| 1 | 8/25/22 | College writing and expectations |
| 2 | 8/30/22 | <u>Module 1: College reading and writing</u> "Shitty First Drafts" (Canvas) Reading + writing rhetorically |
| 2 | 9/1/22 | "Why are American Teens so Sad?" (Canvas) |
| 3 | 9/6/22 | "Claiming an Education" (Canvas) Essay 1 assigned |
| 3 | 9/8/22 | The Ladder of Abstraction (CR) |
| 4 | 9/13/22 | Drafting essay 1 |
| 4 | 9/15/22 | Chapter 2 "Simplicity" and chapter 3 "Clutter" (Zinsser) |
| 5 | 9/20/22 | <i>Peer review of assignment 1</i> (penalty if you choose not to participate) |
| 5 | 9/22/22 | Drafting and incorporating feedback, assignment 1 |
| 6 | 9/27/22 | Assignment 1 due <u>Module 2: <i>The Other Wes Moore</i></u> |
| 6 | 9/29/22 | <i>The Other Wes Moore</i> (Intro - 45) |
| 7 | 10/4/22 | Intros + Conclusions |
| 7 | 10/6/22 | <i>The Other Wes Moore</i> (46 - 107) Paragraphing |
| 8 | 10/11/22 | <i>The Other Wes Moore</i> (108 - 145) |
| 8 | 10/13/22 | Embedding quotations + Citation |
| 9 | 10/18/22 | <i>The Other Wes Moore</i> (146 - 183) |
| 9 | 10/20/22 | Drafting assignment 2 and halftime review |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|--|
| 10 | 10/25/22 | <i>Peer review of assignment 2</i> (penalty if you choose not to participate) |
| 10 | 10/27/22 | Assignment 2 due <u>Module 3: Research</u> |
| 11 | 11/1/22 | Developing a research question |
| 11 | 11/3/22 | Library training |
| 12 | 11/8/22 | “Americans are Determined to Believe in Black Progress” (Canvas) |
| 12 | 11/10/22 | Employing and citing research Performance review of assignment 2 |
| 13 | 11/15/22 | Drafting assignment 3 “Cool Motive, Still Propaganda” OR “A Broken Promise” (Canvas; choose one) |
| 13 | 11/17/22 | <i>Peer review of assignment 3</i> (penalty if you choose not to participate) |
| 14 | 11/22/22 | Assignment 3 due |
| 14 | 11/24/22 | <i>No class - Thanksgiving break</i> |
| 15 | 11/29/22 | <u>Module 5: Portfolios</u> |
| 15 | 12/1/22 | Drafting portfolios and course review |
| 16 | 12/6/22 | <i>Peer review of Self-reflection essays</i> (penalty if you choose to not participate) |
| Final Exam | Date TBA | Final project due: Portfolios due on Canvas |