

First Year Writing Section 18

ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/30/2023

Contact Information

American Literary Renaissances

Class Location: Clark Building 225A

Class Meeting: TR 3:00-4:15pm

Dr. Mostafa Jalal

Email: mostafa.jalal@sjsu.edu

Office: Faculty Office Building 224

Phone: (408) 924-4430

Website: <https://www.sjsu.edu/english/faculty/all-faculty.php#J> (<https://www.sjsu.edu/english/faculty/all-faculty.php#J>)

Office Hours

TR 12:00-1:00pm, and by appointment

Faculty Office Building 224, and on Zoom

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

* Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A 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.

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

Expanded Course Description and Goals:

This course of first-year writing is an introduction to academic rhetorical analysis and writing skills through an exploration of unique and varying perspectives on American literary renaissances. "Renaissance" means a rebirth—a reawakening. How do we define and understand this in context to American literary culture? How can we ascertain and determine periods of American Renaissance? Moreover, what can we learn from studying them? This class explores the intellectual and cultural revolutions that have occurred in American literature since its foundation. By voyaging through canonical and non-canonical texts by notable authors such as Emerson, Thoreau, Poe, Whitman, Dickinson, Frost, Stevens, Eliot, Roethke, Sexton, and Plath, students will gain a comprehensive understanding of the inception and evolution of high art and philosophy that has shaped the creation and definition of American identity.

Through an active practice of writing modes, students will develop the critical thinking and writing skills designed for English 1A and will become proficient in effectively writing and revising original work. This course will largely focus on critical readings, discourse, and clear, cohesive writing. We will learn how to encounter and enter these critical texts, discuss how and why they are written, and write effective, logical, and well-composed essays that respond to the theses presented by these authors. We will discover the fundamentals of writing, the rhetorical situation, and the mechanics of forming organized and thorough essays. Thinking critically and writing are cornerstones of academic knowledge, and we will learn the skills of rhetorical analysis and the writing process, including revision, as we practice reading critically and thinking comprehensively about our place and purpose by understanding elegant literature. We will learn the fundamentals of writing in an elevated setting—and, perhaps most importantly, we will deliberately aim to discover how to write beautifully.

At the end of this course, students will have gained a further understanding of American Literary Renaissances, its influences on, and places in, English texts, and its role in providing varying perspectives to those who seek larger answers. We will aim to consider these elements as we sharpen our analytical and authorial skills in our own expedition of becoming better academic readers and writers.

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Required Texts and Resources:

1. Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*, 4th edition (with readings). (ISBN: 978-0393631685).
2. Levine, Robert S., et al. *The Norton Anthology of American Literature: Shorter Ninth Edition (Volume 1: Beginnings to 1865)*. (ISBN: 978-0393264524).
3. Levine, Robert S., et al. *The Norton Anthology of American Literature: Shorter Ninth Edition (Volume 2: 1865 to the Present)*. (ISBN: 978-0393264517).
4. Access to the Purdue OWL: <https://owl.english.purdue.edu/owl/>
5. Printing and viewing resources for course readings, videos, assignments, and other material that are posted on Canvas.

Course Requirements and Assignments

Writing Assignments:

Each of the three essays will be examples of polished, revised versions that have been peer- and instructor- reviewed. Essays should have a clear and concise thesis, a well-organized paragraph structure, and proper formatting.

1. Renaissance Narrative (2-3 pages): Please consider the larger theme of this course. What is your understanding of the term “renaissance” and how do you find it fits into the historical context of American literary culture? Which authors or texts highlight these notions for you? Which moments of cultural rebirth do you enjoy?
2. Rhetorical Analysis (Essay #1, 3-4 pages): Consider one of the texts we have read in class thus far and provide a coherent, meaningful analysis of the text that details the author’s thesis, the text’s rhetorical situation, and Aristotle’s appeals.
3. Synthesis and Argument (Essay #2, 4-6 pages): Take one or more of the texts we have reviewed in class thus far and formulate a unique argumentative essay that supports or challenges the text(s). This essay should draw upon supporting evidence from the text(s) and relevant scholarly sources.
4. Final Critical Paper (Essay #3, 5-7 pages): For this final assignment, please compose a thoughtful and thoroughly researched essay that details your views and perspectives on a particular notion or idea about renaissance. Have we encountered similar views in our class readings? Have we read texts that challenge these views? Find and discuss these concepts in your essay with supporting evidence from scholarly sources.
5. Reading Response Questions.
6. Writing Portfolio.
7. In-class peer-review and critique of essays for revision.
8. In-class activities and writing assignments.

✓ Grading Information

Class Grades:

- | | |
|---|-----|
| 1. Renaissance Narrative Reflection (2-3 pages): | 10% |
| 2. Rhetorical Analysis Paper (Essay #1, 3-4 pages): | 15% |
| 3. Synthesis and Argumentative Paper (Essay #2, 4-6 pages): | 20% |
| 4. Final Paper (Essay #3, 5-7 pages): | 30% |
| 5. Reading Response Questions: | 15% |
| 6. In-class peer-review, activities and assignments: | 5% |
| 7. Participation: | 5% |

93-100% = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59% = F

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<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.

Course Schedule

Course Calendar and Schedule:

This is a tentative schedule for this semester. Reading and writing assignments can and likely will change to better suit the needs of our class discussions. Please be sure to attend class regularly and visit our course information on Canvas to note any changes to the syllabus.

**In order to preserve course flexibility, only major assignment dates appear in the calendar below. A more detailed assignment calendar may be provided as the semester progresses, and these calendar dates may be adjusted. Additionally, if and when schedule permits, we will try to visit the university's Writing Center and the Rev. Dr. Martin Luther King, Jr. Library.*

***In the schedule below, I have detailed a suggested and advanced reading schedule for you. It is very ambitious. I encourage you to read at this accelerated pace and dive deeply into these texts and ideas. Because they are indeed deep, we will focus on a selection of them and read at a much more expanded pace within the classroom, discussing major points along the way. This does not mean we are not intellectually covering all of these works and ideas comprehensively within the scope of this course; you and I can discuss any text in robust detail during office hours and conferences. Furthermore, as you do read ahead, if there is a text you would like us to focus upon in class, please let me know and I will make sure we do just that.*

Week 1:

Welcome to our class

Introduction of course & syllabus

Introduce Favorite Work of Literature assignment

Week 2:

Review and present on Favorite Work of Literature

What is rhetoric? Review *They Say/I Say* preface & chapter 1

Entering the conversation and understanding the rhetorical situation & context

Read and discuss: Native American Oral Literature

Week 3:

Introduce Renaissance Narrative Reflection

Discuss Native American Oral Literature

Discuss sentence clarity, paragraph unity & structure

Review *They Say/I Say* chapter 2

Selecting words: language variety & word choice

Read and discuss: Selections by Christopher Columbus, John Smith, Roger Williams, and Edward Taylor, Jonathan Edwards, Benjamin Franklin, Olaudah Equiano, and Phyllis Wheatley

Week 4:

Begin draft work; peer critique of Renaissance Narrative Reflection

Discuss selections by Jonathan Edwards, Benjamin Franklin, Olaudah Equiano, and Phyllis Wheatley

Discuss thesis statements & topic sentences

Continue discussion of rhetoric: Aristotelian appeals & rhetorical triangle

Review *They Say/I Say* chapters 3 & 4

Read and discuss: Selections by Ralph Waldo Emerson

Week 5:

Renaissance Narrative Reflection due

Introduce Rhetorical Analysis Paper

Discuss selections by Ralph Waldo Emerson

Discuss forming & structuring essays

Discuss organizing paragraphs

In-class activity

Begin draft work; peer critique draft of Rhetorical Analysis Paper

Read and discuss: Selections by Henry David Thoreau

Week 6:

Continue draft work; peer critique draft of Rhetorical Analysis Paper

Discuss selections by Henry David Thoreau

Exploring evidence and evaluating credibility for supporting arguments

Review *They Say/I Say* chapter 5

Read and discuss: Selections by Nathaniel Hawthorne and Edgar Allan Poe

Week 7:

Discuss Information Literacy

Discuss selections by Nathaniel Hawthorne and Edgar Allan Poe

Discuss secondary & scholarly sources

Discuss synthesizing & mapping arguments

Read and discuss: Selections by Walt Whitman

Week 8:

Rhetorical Analysis Papers due

Introduce Synthesis & Argumentation Paper

Discuss selections by Walt Whitman

Continue in-class writing assignment

Review *They Say/I Say* chapter 6

Read and discuss: Selections by Herman Melville and Frederick Douglass

Week 9:

Draft work: Synthesis & Argumentation Papers

Discuss selections by Herman Melville and Frederick Douglass

Review *They Say/I Say* chapter 7

Read and discuss: Selections by Emily Dickinson

Week 10:

Discuss selections by Emily Dickinson

Draft work; peer critique second draft of Synthesis & Argumentation Paper

Review *They Say/I Say* chapter 8

Week 11:

In-class research assignment

Finding, evaluating and comparing scholarly sources

Discuss selections by Emily Dickinson & new selections by Walt Whitman

Review *They Say/I Say* chapters 9 & 10

Week 12:

Synthesis & Argumentation Paper due

Introduce Final Critical Paper

Review *They Say/I Say* chapters 11 & 12

Discuss strategies and techniques for revision

Read and discuss: Selections by Henry James, Kate Chopin, and Charlotte Perkins Gilman

Week 13:

Draft work: Final Critical Paper

Review *They Say/I Say* chapters 13 & 14

Discuss strategies and techniques for revision

Read and discuss: Selections by Booker T. Washington and W.E.B. Du Bois, Stephen Crane, Amy Lowell, and Gertrude Stein

Week 14:

Begin Conferences

Continue discussing strategies and techniques for revision

Read and discuss: Selections by Robert Frost

Week 15:

Review *They Say/I Say* chapters 15 & 16

Draft work; peer critique draft of Final Critical Paper

Read and discuss: Selections by Wallace Stevens and Richard Wilbur

Week 16:

Review *They Say/I Say* chapter 17

Read and discuss: Selections by Theodore Roethke, Anne Sexton, and Sylvia Plath, and Mary Oliver

Review Learning Objectives: Now what can we do with what we have learned?

Wrap-up of course

Week 17:

Finals Week

Final Critical Paper & Final Portfolios due

****Classes for the Spring 2023 semester end on Monday, 15 May 2023.***