

**San José State University**  
**College of Humanities and Arts/**  
**Department of English & Comparative Literature**  
**English 1A, First Year Writing, Section 19, Fall 2019**

**Course and Contact Information**

Instructor:	Allison St. Dennis
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Office Hours:	MW 10:30-11:30 am, F 12:30-1:30 pm, and by appointment
Class Days/Time/Classroom:	FR 9:30 am -12:15 pm, CH 316
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**

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.

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 them. We will do some serious analysis of comedic compositions and performances to understand their purposes and audiences; that is, how the art form reflects and shapes attitudes about contemporary social issues. We'll also discover something about ourselves when we examine just what it is we find to be 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

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8<sup>th</sup> ed. ISBN: 978-1-319-05740-4

### Other Required Readings

Additional readings must be downloaded from our virtual classroom in Canvas

### Other technology requirements / equipment / material

Regular access to the internet and Canvas, word processor, and printer. Notebook to keep class handouts and notes.

## 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. Both rough and final drafts must be printed out and brought to class.

Essay Assignment	Word Count	GELOs
<b>Essay 1: humor theory analysis</b>	<b>1000</b>	<b>1, 2, 4, 5</b>
<b>Essay 2: ethos and rhetor analysis</b>	<b>1000</b>	<b>1-5</b>
<b>Essay 3: satire analysis</b>	<b>1200</b>	<b>1-5</b>
<b>Essay 4: comedic composition</b>	<b>750-1250</b>	<b>1-5</b>
<b>Final self-reflection essay and e-portfolio</b>	<b>750</b>	<b>1-5</b>

- **Peer Review Workshops and Essay Revision** (GELOs 1, 2, 5): For three of the essays, you will write a complete rough draft, type it, and bring it to class 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** (GELOs 1, 4, 5): For 10 of the essays we will read this semester, you will compose a reading response. Reading responses are due in Canvas before class on the day they are listed in the schedule. You can work ahead if you like. Responses should be at least a healthy paragraph, around 200 words in length, and demonstrate thoughtful response to the prompt and assigned reading.
- **Grammar and Writing Homework and In-class Activities** (GELO 1, 2, 5): Listed in the schedule are a few grammar exercises and writing practice homework that will help you to articulate your ideas clearly. I will add additional exercises once I survey the class's interest in lesson topics. This homework will be collected in class and will not be accepted late. Other class activities (some scheduled, some not) will be completed and collected in class, so your attendance is essential to maintaining your good standing.

- **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 19 (Fr 9:30-12:15): Final Exam is on Tue, Dec 17, 7:15-9:30 am

The final exam will be given in our regular classroom.

## Determination of Grades

Grading: A-F. This class must be passed with a C- (70% or 700 points) 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. There is a total of 1000 points possible.

<i>Points</i>	<i>Grade</i>	<i>Points</i>	<i>Grade</i>	<i>Points</i>	<i>Grade</i>
970-1000	A+	930-969	A	900-929	A-
870-899	B+	830-869	B	800-829	B-
770-799	C+	730-769	C	700-729	C-
670-699	D+	630-669	D	600-629	D-
559 and below	F				

### Assignments

Essays 1, 2, and 5

Essay 4

Final self-reflection essay

Reading Responses and Discussion posts

Peer review workshops

Grammar and writing homework, in-class activities

Participation (in-class discussion)

### Points

375

150

100

200

45

80

50

1000 points possible

## Classroom Protocol

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email. Put our course name and section number or time/date that our course meets (for example: 1A, MW 9am) in the Subject of your email so your email stands out to me. 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 the salutation of your email, and sign your emails with your name so I know who is writing to me. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy for me to read. These are all professional courtesies and good practice for your future careers.
- **Attendance:** We do a lot of activities both in-class and online, for which you receive points. There are no make-ups for these assignments. If you are absent, please email to inform me so I can advise you of any important class developments and email you any handouts or tell you where to find them in Canvas. 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. In-class and online work cannot be made up. 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. Please provide documentation (doctor's note, mechanic's bill, athletic commitment, etc.) to excuse an absence.

- **Classroom and online conduct:** Please be courteous in class and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking; it also means working on tasks related to the course. Class is best when we are all participating in the same conversation, together. When critiquing one another's work in class and online, offer constructive and kind advice. Please remove earbuds when you come to class; silence and put away cell phones. Laptops and cell phones will only be allowed for specific activities when I assign them.
- **Save all your work!** Save online and print copies of your work and class handouts. You will use this archive of work to write your self-reflection essay at the end of the semester. These documents are your evidence to support your claims about your progress over the semester and evaluate the tools you found most useful. For each paper assignment, consider keeping a folder on your computer as well as a manila or pocket folder to collect hard copies of your work and handouts to stay organized.

## 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>.

# English 1A / First Year Writing, Fall 2019, Course Schedule

## Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class 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 bring it to class.
4. Bring assigned reading texts to class the dates they are listed below.
5. 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 due

## Abbreviations

*RH* = *The Rhetoric of Humor*

*PSM* = *A Pocket Style Manual*

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	F 8/23	First Day of Instruction: Course and Canvas introductions
2	F 8/30	Canvas Discussion Post 1 due: New Yorker cartoon caption—first thoughts Read <i>RH</i> : “Introduction to Students” (1-7) (in Canvas) Read: Lamott’s “Shitty First Drafts” (in Canvas) In class: Introduction to Essay 1
3	F 9/6	Read <i>RH</i> : Ch. 1 intro: “Act: What Takes Place When We Laugh?” (9-12) and Rappoport’s “What Makes Us Laugh” (excerpt 13-21) (in Canvas) Read <i>PSM</i> : “Avoiding Plagiarism” Ch. 30 (113-118) (in Canvas) Reading Response 1 due in Canvas
4	F 9/13	Read <i>RH</i> : Teuth’s “Breaking and Entering: Transgressive Comedy on Television” (excerpt 106-108) Read <i>PSM</i> : Ch. 31 Integrating sources Read <i>PSM</i> : Thesis statements Ch. 25a (89-90) and 29a (109-111) and Canvas Discussion Post 2: New Yorker cartoon caption—revised
5	F 9/20	Rough draft Essay 1 due: peer review—bring a hard copy of your draft to class

Week	Date	Topics, Readings, Assignments, Deadlines
		Read <i>RH</i> : Ch. 3 intro: “Agent: Who (or What) Is a Comedian?” (127-130) In Class: Introduction to Essay 2
6	F 9/27	<b>Essay 1 due: theory of humor analysis</b> (hard copy + uploaded to Canvas) Read <i>RH</i> : Sciortino’s “Why Amy Schumer Is an Amazing Feminist” (185-190) In class: Reading Response 2 Read <i>RH</i> : Reed’s “Sexual Outlaws: Queer in a Funny Way” (191-202) Reading Response 3 due in Canvas
7	F 10/4	Read excerpts from <i>Women and Comedy in Solo Performance</i> (in Canvas) Read: Rice on Paragraphs (in Canvas) Reading Response 4 due in Canvas Reading Response 4 due in Canvas Read: Lesson 9 Concision (in Canvas)
8	F 10/11	Rough draft Essay 2 due: peer review—bring a hard copy of your draft to class In Class: Introduction to Essay 3 lecture on satire
9	F 10/18	<b>Essay 2 due: ethos and the rhetor analysis</b> (hard copy + uploaded to Canvas) Read <i>RH</i> : Flanagan’s “That’s Not Funny!” (70-78) and Leyton’s “Laughing It Off” (94-102) Reading Response 6 due in Canvas
10	F 10/25	Read <i>RH</i> : Crouch’s “Is Social Media Ruining Comedy?” (120-125) Tueth’s “Breaking and Entering: Transgressive Comedy on Television” (103-115) Reading Response 7 due in Canvas
11	F 11/1	Read <i>RH</i> : Sacco’s “On Satire: A Response to the Charlie Hebdo Attacks” (207-209) and Parks’ “The Limits of Satire” (210-215) Read: Fisher’s “What Everyone Gets Wrong about Charlie Hebdo and Racism” (in Canvas) Reading Response 8 due in Canvas
12	F 11/8	Rough draft Essay 3 due: peer review—bring a hard copy of your draft to class In Class: Introduction to Essay 4
13	F 11/15	<b>Essay 3 due: satire analysis</b> (hard copy + uploaded to Canvas) Read <i>RH</i> : Drake’s “The Body from Jurassic Park’s College Application Essay” (309-312) and Davidson’s “Consumer Joe” (313-319) Reading Response 10 due
14	F 11/22	Read: Swift’s “A Modest Proposal” (in Canvas) Reading Response 9 due in Canvas In class: drafting Essay 4
15	F 11/29	Thanksgiving—No Class
16	F 12/6	Last Day of Instruction <b>Essay 4 due: comedic composition</b> (hard copy + uploaded to Canvas) In class: Introduction to final self-reflection essay and creating an e-portfolio
Final Exam	T 12/17	Final self-reflection essay and ePortfolio due 7:15 am-9:30 am in our classroom