

San José State University
Department of English & Comparative Literature ENGL 1A: First-Year Writing,
Section 21, Fall 2019

Course and Contact Information

Instructor:	Dr. Colton Saylor
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Office Hours:	Mon and Wed, 1:00PM-2:00PM (or by appointment if necessary)
Class Days/Time:	Mon and Wed, 10:30AM-11:45AM
Classroom:	BBC 124
Prerequisites:	Completion of <i>Reflection on College Writing</i>
GE/SJSU Studies Category:	GE Area A2 Written Communication 1

Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

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.

In this section specifically, we will think and write about a topic that plays an integral part of our daily lives: the politics of inclusion/exclusion. We will explore issues and topics around identity and access in media, popular culture, and even our own university. Our overall purpose is to utilize the essay form and argumentative strategies to take a greater stake in our daily lives—to utilize writing and critical thinking to become more active participants in our culture(s).

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 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.

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals	Grade %
Essay # 1*	1,000-1,250	1-5	20
Street Art Analysis	750	2-5	5
Essay # 2*	1,250-1,500	1-5	25
Essay # 3*	1,750-2,000	1-5	30
Literacy Diagnostic	500	1,3,5	2.5
Visual Literacy Diagnostic	500	1,3,5	2.5
Documentary Response	750	1,3,5	5
Profile Response	500	1,3,5	2.5
Episode Response	500	1,3,5	2.5
Course Reflection (Completion of Assessment Portfolio)	500	1,2,3,5	5

* = Final Draft Due

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Readings

We have no textbook for this class, but there is reading due for nearly every class. The reading can be found either linked in the syllabus or as PDFs in Canvas.

Grading Policy

This is not a lecture course, so you need to be prepared to talk. That means having readings completed and available in class (either hardcopy or on computer/tablet). If you do not attend class, you will not be participating, which will reflect on your final grade.

The revision process is central to this class, so you will be responsible for writing a rough draft for each essay. While only the final draft will be graded, not turning in earlier drafts

on time will result in a deduction of up to one letter grade.

Late papers (including drafts) will be docked up to one full letter grade each day they are late.

Students must receive a C- or higher to pass the course

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.

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.

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (<60)

This course must be passed with a C- or better as a CSU graduation requirement.

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

University Policies

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.:

<http://www.sjsu.edu/gup/syllabusinfo/index.html>.

Relevant policies for FROSH English can also be found at http://www.sjsu.edu/english/frosh/program_policies/index.html

Note on Course Readings and Projects:

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

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This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introduction
2	8/26	Reading: Frederick Douglas, “Learning to Read and Write” ; Amy Tan, “Mother Tongue” ; Purdue OWL: “Invention: Starting the Writing Process” ; “Prewriting” (all sub-headers) Diagnostic Essay Due 8/30
2	8/28	Reading: Barbara Smith, “Racism and Women’s Studies” ; Purdue OWL: “Rhetorical Situations”
3	9/2	NO CLASS
3	9/4	Reading: James Baldwin, “A Talk to Teachers” ; Purdue OWL: “Tips and Examples for Writing Thesis Statements” ; “Developing an Outline” ; Excelsior OWL: “Traditional Outlining” ;
4	9/9	Reading: Sherrilyn A Ifill, “Racial Justice Demands Affirmative Action” ; Purdue OWL: “Establishing Arguments” ; Excelsior OWL: “On Paragraphing”
4	9/11	Peer Review Workshop (Essay #1 Due 9/18)
5	9/16	Reading: Emily Raboteau, “Know Your Rights!” (PDF on Canvas) Visual Analysis Diagnostic Due 9/19
5	9/18	Reading: Aaron Huey, “Pine Ridge” ; watch Aaron Huey TED Talk
6	9/23	Class Exploration of Caesar Chavez Monument (Meet in Classroom)
6	9/25	Reading: Michelle Samura, “Architecture of Diversity”
7	9/30	Visual Analysis Presentations
7	10/2	Visual Analysis Presentations
8	10/7	1:1 Conferences
8	10/9	1:1 Conferences
9	10/14	<i>The Problem with Apu</i> (Watch in class) Documentary Response Due 10/15
9	10/16	Reading: “Class-Based versus Race-Based Admissions” ; Richard

		Kahlenberg, “Affirmative Action Should be Based on Class, Not Race”
10	10/21	Reading: Julie Yao, “A Defense of Affirmative Action in the Name of Self-love”
10	10/23	Reading: Bret Stephens, “The Curse of Affirmative Action” ; Gallup Survey
11	10/28	Peer Review Workshop (Essay #2 Due 11/6)
11	10/30	Reading: Emily DuRue, “The Changing Face of San Jose’s Japantown” ;
12	11/4	Reading: David Foster Wallace, “The Weasel, Twelve Monkeys and the Shrub”
12	11/6	Find and read an example of a profile piece on any subject and bring it to class; Purdue OWL: “Conducting Research” (all sub-headings) Profile Essay Show and Tell Profile Response Due 11/11
13	11/11	NO CLASS
13	11/13	Reading: Justin Charity, “Anthony Bourdain, 1956-2018” ; Jacob Henry, “Anthony Bourdain’s Window into Africa” Watch <i>Anthony Bourdain: Parts Unknown</i> Episode Response Due 11/15
14	11/18	Rembert Browne, “Colin Kaepernick has a Job”
14	11/20	Peer Review Workshop (Essay #3 Due TBD)
15	11/25	Presentations and Portfolio Prep
15	11/27	NO CLASS
16	12/2	Presentations and Portfolio Prep
16	12/4	Presentations and Portfolio Prep
17	12/9	Presentations and Portfolio Prep
Final Exam	TBD	<u>ePortfolios Due</u>