

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 71, Fall 2019**

**Course and Contact Information**

Instructor:	Dr. Kristian O'Hare
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Office Hours:	MW 12-1pm
Class Days/Time:	MW 1:30-2:45pm
Classroom:	Sweeney Hall 413
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

**Faculty Web Page and Canvas 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.

**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.

**GE Learning Outcomes (GELO)**

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.

## **Required Texts/Readings**

Course readings are available on Canvas.

## **Other equipment / material requirements**

- A folder to hold readings, writings, loose papers
- Loose-leaf paper for in-class writing and homework assignments
- Access to a desktop, laptop, or tablet

## **Recommended Resources**

- *Purdue University Online Writing Lab (MLA STYLE GUIDE)*
- *San Jose State Writing Center*

The SJSU Writing Center has two locations: Clark Hall, Suite 126 and on the 2nd floor of the library. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website (link available on Canvas).

## **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will 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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## **Reading**

English 1A is a reading intensive course, and you will be required to complete reading assignments frequently. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. All reading must be completed by the beginning of each class period. Many of our in-class activities and major assignments will relate to the assigned selections. In addition, you must submit reader responses, which will be turned in periodically throughout the semester (as noted on the schedule).

## **Writing**

This is a composition course—every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. You must complete all major assignments to pass the class.

## Peer Edit Workshops

Workshops are an important part of the writing process; they give you the opportunity to get valuable feedback from your peers. You will bring in copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. If you miss a workshop, your essay will be graded down one full letter grade.

## Class Participation

This is a discussion-based course, not a lecture-based one. This means participation is very important to the success of the class. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. Absences and lateness will affect your grade because you will be missing class material and/or in-class activities. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. If you want to receive full participation credit, you must be engaged, regularly and actively contributing to class discussions. You will not receive credit if you are unprepared, disengaged, and regularly absent.

## 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.

## Assignment Word Count and Learning Goals

ASSIGNMENTS	Word Count	GELO
Visual Analysis	1000	1, 2, 3, 5
Textual Analysis	1500-1750	1,2, 3, 4, 5
Synthesis	2000	1, 2, 3, 4, 5
Portfolio Self-Reflection	500	1,2,3,4,5
In-Class Writings, Grammar Exercises, Prewriting Activities, Group Discussion Questions, Peer Review Workshops, Summary Writing, Reader Responses	2500	1, 2, 3, 4, 5
Oral Presentation	N/A	1, 2, 3, 4, 5

## Grading Policy

The department's standard grading scheme consists of the following: "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.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

**To receive credit for GE Area A2, 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.**

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

<b>Your grade will be determined by the following:</b>	<b>Percent of Final Average</b>
in-class participation: in-class writing, grammar exercises, group work, discussion	15%
At-home writings (not essays): summaries, reading responses, writing prompts on topics	10%
Visual Analysis—Group Presentation, Essay, and Reflection on Assignment	15%
Textual Analysis (2-3 pages)	20%

Synthesis Essay (3-4 pages)	20%
Self-Reflection/Portfolio	10%
TEDTALK-Style Oral Presentation	10%
Total	100%

## Classroom Protocol

All students are expected to treat everyone in class with respect and in general to behave in a reasonable, responsible, and courteous manner at all times. This means observing the customary rules that govern polite, civilized behavior. I expect everyone to do the following:

- Arrive promptly and stay in the classroom for the duration of the class meeting, unless you are ill or have an emergency; this holds true for all classroom activities. If you must leave class early for some reason, please let me know in advance.
- Do the reading and writing assignments before class time so that you come to class prepared to contribute to and participate in discussions.
- Do not talk, read, sleep, or do other work during class. When someone is talking, you should listen attentively, and when you are talking, you should address yourself to your group or to the class.

## Attendance

University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.”

## Canvas

Much of the course materials will be posted on Canvas: syllabus, readings, and assignment sheets. Class announcements will be made through Canvas as well. Be sure to check your account daily. Unless otherwise stated, your completed weekly writing assignments will be submitted through Canvas.

## Electronic Devices

You may use a laptop or tablet for note-taking and to participate in class discussions and activities; however, if I see that you are not using laptop or tablet for class (looking at Facebook, Instagram, emailing, etc.), you will be asked to shut it down and will no longer be able to use said device again in class for the entire semester.

**No phones. Ever. This even includes using your phone to access course materials.** Your phone must be turned off and properly stowed in your bag.

## Late Policy

Assignments are due at the beginning of the class for which they are due. **NO LATE PAPERS WILL BE ACCEPTED.**

## University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. <http://www.sjsu.edu/gup/syllabusinfo>.

## ENGL 1A, First-Year Writing, FALL 2019 Course Schedule

Reading assignments must be completed by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and on Canvas. Bring the texts we are using for the day with you to class.

Date	Readings, Assignments, Deadlines
Wed. August 21st	<b>Course Overview, Syllabus, Introductions</b> <b>Lecture: Critical Reading (Annotation/Active Reading)</b> Read out loud and annotate Alexie's "Joy of Reading and Writing" Watch Aaron Huey's TedTalk on reservation life
Mon. August 26th	<b>Lecture: Rhetoric, Rhetorical Situation, Visual Rhetoric</b> Discuss Hsu's "Gillette Ad With a #MeToo Edge Attracts Support and Outrage" and Wright's "Reactions to Gillette Ad Prove Toxic Masculinity is Real"
Wed. August 28th	Discussion: Advertising essay TBA In-Class Ad Activity
Mon. Sept. 2nd	<b>LABOR DAY! NO CLASS!</b>
Wed. Sept. 4th	<b>Lecture: Visual Rhetoric in Music Videos</b> In-Class Viewing/Analysis of Madonna's "Papa Don't Preach" Hand out Group Visual Rhetoric Analysis Assignment and assign groups
Mon. Sept. 9th	<b>In-Class Discussion/Analysis of Childish Gambino's "This is America"</b> Discuss: PBSNewshour's "The Stark, Chaotic Power of Donald Glover's 'This is America'" and Johnson's "Donald Glover's 'This is America' is a Nightmare We Can't Afford to Look Away From"
Wed. Sept. 11th	<b>In-Class Discussion/Analysis of Janelle Monae's 'Pynk' and Beyonce's 'Formation'</b> <b>DUE: Brief Analysis of Janelle Monae's 'Pynk' Video</b> Discuss Wellington's "Janelle Monae's 'Pynk' is the Female Call to Arms We Need Now" and Hill's "7 Reasons Beyonce's 'Formation' Music Video is a Powerful Statement During Black History Month"

Mon. Sept. 16th	<b>Group Presentations</b>
Wed. Sept. 18th	<b>Group Presentations</b>
Mon. Sept. 23rd	<b>Rhetorical Analysis of a Text</b> Discuss Barbara Jordan's "Statement on the Articles of Impeachment" In-class writing/exercise on "Statement on the Articles of Impeachment"
Wed. Sept. 25th	<b>Lecture: Thesis Statements, Topic Sentences, and PIE Paragraph Method</b> <b>Writing Day: Work on Visual Analysis Essay</b>
Mon. Sept. 30th	<b>DUE: VISUAL ANALYSIS ASSIGNMENT</b> <b>Lecture: How to Read a Text/SOAPStone</b> Discuss: Gay's "Bad Feminist" Watch Gay's TedTalk
Wed. Oct. 2nd	Discuss: Gay's "The Careless Language of Sexual Violence" Due: SOAPStone of "The Careless Language of Sexual Violence"
Mon. Oct. 7th	<b>Should Toys Be Gender-Neutral? Assignment Due/Discuss Findings</b> Watch The Simpsons "Lisa Vs. Malibu Stacy" Watch Teen Talk Barbie Ad (1992) Discuss: Breaking Gender Stereotypes in the Toybox
Wed. Oct. 9th	<b>Lecture: Style and Tone</b> Discuss: Kimmel's "The Guy Code" (read up until pg. 54) Watch Tony Porter's TedTalk
Mon. Oct. 14th	<b>Lecture: Writing a Summary</b> Discuss: Meltzer's "Does Wanting to be Thin Make You a Slave to the Man?" In-class writing
Wed. Oct. 16th	Discuss: Wolf's "The Beauty Myth" <b>Due: Summary/Response on "The Beauty Myth"</b>

Mon. Oct. 21st	<b>Lecture: Transition words</b> Discuss: “Cleaning: The Final Feminist Frontier” Discuss Rhetorical Analysis of a Text using “Cleaning: The Final Feminist Frontier”
Wed. Oct. 23rd	<b>Lecture: Avoiding Run-On’s and Comma Splices</b> Coordinating Conjunctions (FANBOYS) Handout Avoiding Run-On Sentences, Comma Splices, and Fragments Handout <b>Textual Analysis Peer-Edit Workshop</b>
Mon. Oct. 28th	<b>DUE: Textual Analysis Essay</b> Discuss: Kozol’s “Still Separate, Still Unequal”
Wed. Oct. 30th	Discuss: The Resegregation of America Watch: Why Are Schools Still So Segregated?
Mon. Nov. 4th	Discuss: Holmes’ “Has Diversity Lost Its Meaning” Start White People Doc
Wed. Nov. 6th	Discuss: DiAngelo’s “White America’s Racial Illiteracy” Finish White People Doc
Mon. Nov. 11th	<b>VETERAN’S DAY--NO CLASS</b>
Wed. Nov. 13th	Discuss: TBA
Mon. Nov. 18th	Discuss: Our Fear of Immigrants Watch: At US-Mexico Border, Migrants Seeking Legal Entry Are Stranded in Hazardous 'Limbo'
Wed. Nov. 20th	Discuss: More Migrants are Crossing the Border This Year. What Happened? Watch Samantha Bee



<p>Mon. Nov. 25th</p>	<p><b>Should Undocumented Immigrants Have a Path to Citizenship?</b></p> <p>Jose Antonio Vargas, “Outlaw: My Life in America as an Undocumented Immigrant”</p> <p>Rory O’Connor, “Jose Antonio Vargas Is an American Hero”</p> <p>Esther Cepeda, “Jose Antonio Vargas’s Lies Deserve No Sympathy”</p>
<p>Wed. Nov. 27th</p>	<p><b>Handout: Self-Reflection</b></p> <p><b>Peer Edit Workshops</b></p>
<p>Mon. Dec. 2nd</p>	<p><b>PRESENTATIONS</b></p>
<p>Wed. Dec. 5th</p>	<p><b>PRESENTATIONS</b></p>
<p>Mon. Dec. 9th</p>	<p><b>PRESENTATIONS</b></p> <p><b>FINAL PAPER AND SELF-REFLECTION/PORTFOLIO DUE ON FRIDAY 13TH BY 11:59PM</b></p>