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# *San Jose State University*

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## Department of English & Comparative Literature

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### *ENGL 1A: First-Year Writing Sections 73, 84,85; Fall 2019*

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#### Course and Contact Information

Instructor:	Dr. Swathi Sreerangarajan
Office Location:	FOB 109
Email:	Canvas Inbox or swathi.sreerangarajan@sjsu.edu
Office Hours:	T/Th 12 - 1 pm
Class Days/Time:	Section 73 T/Th 10:30-11:45 am; BBC 221 Section 84 T/Th 7:30-8:45 am; BBC 121 Section 85 T/Th 9:00-10:15 am; DMH 167
Prerequisites:	Reflection on College Writing

GE/SJSU Studies Category: GE Area A2 Written Communication 1

**Course Management on Canvas:** All course materials such as syllabus, announcements, readings, major handouts, and assignment prompts will be available on the Canvas learning management system. Please check the course schedule page (also on Canvas) to keep track of class plans and homework. All assignments will be turned in on Canvas and most will be due by Sunday 11:59 pm. You are also responsible for checking the messaging system through MySJSU for 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.

**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:** We do not have a course textbook; all readings are available on Canvas in the form of PDFs.

**Other technology requirements / equipment / material:** It would be ideal—though not required—to bring your laptops/tablets to class. This will help you save and refer back more easily to the in-class prewriting and drafting activities we perform in class. Since our readings are pdfs, this would also save you the trouble of printing hard copies to use in class.

### **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, and completing assignments.

All assignments are due on Canvas unless otherwise instructed. The following table represents the weighted assignments of this course and how they meet Written Communication I standards as well as the GE learning objectives.

Assignment	Word Count	Learning Goals	Percentage of Final Grade
Reading Responses	~1000 (total)	1, 2, 5	10
Participation*	N/A	1,2,3, 4	10
Essay 1: Examining a Unique Power Struggle	900	2, 3, 5	20
Essay 2: Profile Essay on a Comedian of your choice	1200	1, 2, 3, 5	20

Assignment	Word Count	Learning Goals	Percentage of Final Grade
Essay 3: Multimodal Essay (in class) on Fake News	400	1,3,5	10
Essay 4: Synthesis essay on a Controversial Issue of your choice	1000	1,2, 4, 5	20
Final Self-Reflection Essay** (plus e-portfolio)	500	1,2,3,4,5	10

\*Participation includes the completion of all in-class work, annotations of readings, peer review, essay draft submissions, completion of workshops, and your contributions to class discussion. This is not a lecture course, so you need to be prepared to talk. That means having readings completed, annotated, 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.

\*\*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. This self-reflection essay will be part of the final writing portfolio assignment.

### Grading Policy

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.

### **Determination of Grades**

Final grades will be determined as a percentage of completed points and assigned on par with the following scale:

A (92-100%); A minus (90-91%); B plus (88-89%); B (82-87%); B minus (80-81%); C plus (78-79%); C (72-77%); C minus (70-71%); D (61-69%); F (<60%)

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

### **Classroom Protocol**

#### **(a) Classroom community and Principle of Generosity**

Given some of our course topics, you may encounter perspectives and ideas that are unfamiliar or challenging to your belief system. With that in mind, this class will be run in a spirit of respectful collaboration and generosity. You are not required to agree with your peers or the texts you read, but you are expected to adhere to the standards of common courtesy. For any inappropriate behavior, I will offer one private warning. Subsequent infractions will be reported and handled per college policy.

#### **(b) Late work/Life happens Policy**

Get in touch with me asap if you need 1-2 extra days (or a bit longer) for your assignment. Otherwise, work turned in late may receive up to 25% less credit and/or may not receive detailed feedback. Severely late work (without notice, more than 2 weeks past deadline) will be docked 25% points and will not receive feedback.

### **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](http://www.sjsu.edu/english/frosh/program_policies/index.html)

### Tentative Course Schedule:

Class plans, including assignments and due dates, is subject to change with fair notice: such changes will be announced in class, in emails, and as canvas announcements. Please also check the schedule on Canvas for the most updated version of the schedule.

A few other clarifications:

- “Discuss” here can include reading quizzes, whole-class discussions, small group discussions, and other forms of activities related to the reading. With notice, some of these activities may be graded (in addition to the 5 daily points) for participation
- Each day of class entails 5 points in participation. You receive 1 point automatically upon showing up on time, showing me your reading annotations and/or HW. The remaining 3 points are for appropriate tech use and following class decorum.
- If you’re annotating readings on your laptops, bring laptops to class on discussion days. Alternatively, bring hard copies of the readings with your annotations on them.

Week	Day	Date	Do Before Class	Plan in Class
Week 1	Tuesday	8/20/19		
	Thursday	8/22/19		Introductions and Community Building
Week 2	Tuesday	8/27/19		Syllabus discussion and Canvas; start e-portfolios (bring laptops/tablets)
	Thursday	8/29/19	Complete metacognitive reading survey	Reading strategies, practice pdf annotations, background to ASP (more eportfolios, if needed)
Week 3	Tuesday	9/3/19	Read and annotate “A Small Place”; <b>Reading Response 1</b> due Sunday	Discuss “A Small Place,” Essay 1 prompt (if time)
	Thursday	9/5/19	Read Essay 1 prompt	Essay 1 topics workshop, sample essay
Week 4	Tuesday	9/10/19	<b>Reading Response 2</b> due on Sunday	Writing workshop; Draft 1 due on Canvas
	Thursday	9/12/19	Turn in Draft 1 (if not done in class)	Peer Review
Week 5	Tuesday	9/17/19	<b>Essay 1 final draft</b> due Sunday; get started on comedy readings	Intro to comedy unit
	Thursday	9/19/19	Read and annotate Alan Shain and Scaachi Koul	Discuss Shain and Koul
Week 6	Tuesday	9/24/19	Read and annotate Caitlyn Flanagan; <b>Reading response 3</b> due Sunday	Discuss Flanagan
	Thursday	9/26/19	Read and annotate Daniel Kenny	Discuss Kenny; Profile assignment prompt
Week 7	Tuesday	10/1/19	<b>Reading response 4</b> due Sunday	Comedy clips analysis practice
	Thursday	10/3/19	(Work on profile)	More practice and drafting

Week 8	Tuesday	10/8/19	<b>Profile Essay</b> due Sunday; Read and annotate "Crafting the Essay: Writing as a Process"	Thesis workshop
	Thursday	10/10/19	Read "Shitty First Drafts"	Thesis workshop; Essay 3 prompt
Week 9	Tuesday	10/15/19	(work on essay 3)	Writing workshop
	Thursday	10/17/19		Writing workshop (paragraph unity, outlining)
Week 10	Tuesday	10/22/19	<b>Essay 3 draft 1</b> due Sunday	Mid-Semester 1-1 conferences
	Thursday	10/24/19		Mid-Semester 1-1 conferences
Week 11	Tuesday	10/29/19	<b>Essay 3 draft 2</b> due Sunday	Peer Review; 1-1 conferences (as needed); intro to Fake News
	Thursday	10/31/19	Read and annotate Jacob Soll	Discuss Soll; get 1-1 essay help as needed
Week 12	Tuesday	11/5/19	<b>Essay 3 Final Draft</b> due Sunday; Read and annotate David Gioe and McGillan	Discuss Gioe and McGillan
	Thursday	11/7/19	Read Examples of Fake News	<b>In-Class Essay</b>
Week 13	Tuesday	11/12/19	Reading TBD	Discuss Essay 4 and E-portfolio assignments
	Thursday	11/14/19		Essay 4 prep (topics)
Week 14	Tuesday	11/19/19	<b>Topic Proposal</b> due Sunday	Essay 4 prep (research, 1-1 help)
	Thursday	11/21/19		Essay 4 prep (research, 1-1 help)
Week 15	Tuesday	11/26/19	<b>Annotated Bibliography</b> due Sunday	Essay 4 prep
	Thursday	11/28/19		Thanksgiving Holiday: No Class
Week 16	Tuesday	12/3/19		Essay 4/Portfolio Prep
	Thursday	12/5/19		Essay 4/Portfolio Prep
Week 17	<p style="text-align: center;"><b>Essay 4</b> due Sunday, Dec 8, by midnight</p> <p style="text-align: center;">Final Exam (dates TBA): <b>Upload E-portfolio to Canvas by 12 pm</b></p>			