

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing
Section 88
Fall 2019

Instructor:	Steven Domingo
Office Location:	Steinbeck Center (5 th floor of the MLK Library)
Telephone:	Message me through Canvas
Email:	steven.domingo@sjsu.edu but the Canvas messaging system is preferred.
Office Hours:	T/R 1:00PM – 2:00PM by appointment only
Class Days/Time:	M/W 1:30 PM –2:45 PM
Classroom:	Sweeney Hall 444
Prerequisite:	Directed Self-Placement
GE/SJSU Studies Category	GE Area A2 Written Communication I

Faculty Web Page and Canvas Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can often be found on the course Canvas page. You are responsible for regularly checking with the messaging and announcement system through MySJSU and Canvas to learn of any updates. I recommend checking Canvas at least every Tuesday, Thursday, and Sunday. Please familiarize yourself with the system so that you can turn in assignments on time. "I didn't see that assignment," "I don't know how it works," and, "It was only one minute late and it wouldn't let me submit the assignment!" are not acceptable excuses.

Contacting me: Contact me through Canvas. Ask questions well ahead of when you would like a response (24-48 hours before), and keep in mind that 1) I will not see your desperate 2:00 am message, and 2) I am generally unavailable over the weekends except to post updates. Remember to sign your name at the end of the message and put the course name/number in the subject line. Also, remember that I am your instructor, not your Facebook friend, so your language should be appropriate and professional.

Note: All messages that do not demonstrate professionalism (e.g. ones that start with "Hey.") will not get a response.

ENGL 1A Course Description

As Americans, we tend to see the rest of the world's culture through the lens of our understanding of what culture is; an understanding allowed to us by our first-world privilege. In this class, we will explore cultures that are outside of our own personal orbits so that we can reshape our worldview through writing and critical thinking. This class will be divided into three units in which we will use articles about current issues to explore the ideas of different types of culture. We must ask ourselves how can our individual culture affect our understanding of what culture is? How can we use our personal privileges to understand and empathize with others? In this course, you will examine these questions and express your findings clearly and coherently.

English 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.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: Writing assignments will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

Required Texts and Materials

No textbook required; all reading material can be found on Canvas

Unless stated otherwise, you are required to have laptops/tablets with keyboards in class to do work

ENGL 1A 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>.

Assignment Breakdown with Learning Goals and Outcomes

UNIT	PROJECT NAME	GELO	WORD COUNT	POINTS
1	PROFILE	1, 2, 3, 4, 5	3000	50
2	PSA	1, 2, 3, 4, 5	600	50
3	ETHNOGRAPHY	1, 2, 3, 4, 5	1900	100
1-3	GOOGLE NOTES	2, 4, 5	///	50
1-3	DAILY WARM-UPS	1, 2, 3, 4, 5	1500	24
1-3	IN-CLASS ACTIVITIES	1, 2, 3, 4, 5	750	36
///	PORTFOLIO	1, 2, 3, 4, 5	1000	20
Total		///	8000	330

Unit Grade Breakdown		Word Count	Points
Unit 1 - PROFILE	Completed Rough Draft	1000	5
	Annotated Bibliography	500	5
	Peer Review (5pts for four Peer Reviews)	500	15
	Final Draft	1000	25
Total		3000	50

Unit 2 - PSA	Presentation	///	20
Presentation Portion	Average Audience Grade	///	30
	Average Internal Group Grade	///	20
	Works Cited	///	10
Written Portion	Individual Reflection	600	20
Total		600	100
Unit 3 - ETHNOGRAPHY	Presentation	///	20
Presentation Portion	Works Cited	///	5
	Average Audience Grade	///	30
	Average Internal Group Grade	///	10
Written Portion	Completed Rough Draft of Personal Essay	700	5
	Peer Review (5pts for four Peer Reviews)	500	20
	Final Draft of Personal Essay	700	10
Total		1900	100
Google Notes	Google Notes: Unit 1	///	15
	Google Notes: Unit 2	///	15
	Google Notes: Unit 3	///	20
Total		///	50
Daily Warm-Ups		1500	24
In-class Activities			36
Portfolio Materials	Completed Rough Draft of Assessment Essay	500	4
	Peer Review (2pts for three Peer Reviews)	500	6
	Portfolio Submission on Canvas	///	10
Total		1000	20
Total		8000	500

Assignments

Course instruction includes in-class writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly homework to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Assignment Format: All assignments should be typed in 12-point font, one-inch margins, in Times New Roman font, and MLA format. All these things must meet MLA Format. Improperly formatted papers will lose points. Any handwritten assignments should be in blue or black ink. No pencil!

Formatting Resource: Owl Purdue Online Writing Lab
(<https://owl.english.purdue.edu/owl/resource/747/01/>)

Library Liaison

Peggy Cabrera, Librarian for English Department
Email: Peggy.Cabrera@sjsu.edu
Phone: 408-808-2034

Major Assignments

Unit 1 - Profile: You will write a profile on a person of your choice.

Unit 2 - PSA: You will work in a group to produce a Public Service Announcement on a topic from a provided list.

Unit 3 - Ethnography: This project is divided into two parts: a group presentation and an individual ethnography essay. You will work in a group to give an ethnography presentation on a subject from a provided list. Additionally, you will write an individual ethnography essay on a cultural group that you are a part of.

Minor Assignments

Google Notes: Collective Notetaking points will be assigned to your group for every major assignment.

- Your group will start with full points at the beginning of the semester.
- You will form small groups and share Google Doc of in-class notes.
- **Each group member will have a different highlight color**
- Everyone will contribute notes to the document
- If you have any questions on assignments, you must check this document. Your question may be answered by your peers.
- If it is not answered by a peer, you may ask me. **CHECK NOTES FIRST.**
- If you ask me a question that can be answered by your notes, **YOUR WHOLE GROUP'S GRADE WILL SUFFER.**
- If one person in the group is not contributing to the notes, and the group informs me, then **THAT PERSON'S GRADE WILL SUFFER.**

Warm-Up Exercises: These are written assignments done at the beginning of class and cannot be submitted late if missed.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" 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" 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" 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" 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 = 100-90% B = 89%-80% C = 79-70% D = 69-60% F = 59%-lower

The "A" Paper

Thesis: Easily identifiable, clear, reasonable, insightful (teaches the reader something) with an obvious connection to the paper's title.

Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Topic sentence of each paragraph supports main thesis, and examples in each paragraph support the topic sentence and only the topic sentence

Use of evidence: Primary source information used to support topic sentence with at least one example. Summaries and quoted material is smoothly integrated into sentence syntax and cited according to MLA guidelines.

Analysis: Demonstrates an in-depth understanding of the ideas in the assigned reading and critically responds to those ideas in an analytical, persuasive manner. Analysis is fresh and exciting, posing new ways to think about the material. Work displays critical thinking and avoids simplistic description or summary of information.

Logic: All ideas in the paper flow logically from one point to the next. The paper makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.

Mechanics: Correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements. Creates appropriate college level, academic tone.

Aim for an A. Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments may result in a D or F in the course.

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

Classroom Protocol (Read carefully.)

Late Policy: In-class work cannot be made up. If you are not in class on the day the assignment is given, I will not accept it. This includes all in-class assignments and presentations. Canvas submissions must be uploaded by the appointed time. No late Canvas assignments are accepted. All major essays lose one full letter grade each day (M,T,W,R,F,Sa,Su) they are late. If you neglect to turn in your essay through Canvas by the appointed time, the essay will be counted as late. No major essays are accepted if they are more than two class meetings late. The final essay (Ethnography Personal Essay) is the final, so it cannot be turned in late. Requests for extensions will be treated case-by-case.

Participation: If you are not in class, you cannot participate. What qualifies as participation: asking good questions; listening carefully and courteously to both me--your instructor--and your fellow classmates; having something to contribute to the class discussions about assigned texts; sharing the floor; coming prepared with required materials and assignments. What does not qualify as participation: sleeping; staring; asking for repeated instructions; dominating discussions; making small talk; studying for another class; texting; going to the restroom. Time your bathroom breaks around class.

If you miss class, it is **your** responsibility to contact a classmate or consult your group's Google Docs to ask about assignments. Coming to me with questions should be your last option.

Attendance: If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas. If you miss in-class writing, you cannot make it up. This is a college course, so if you miss a class it doesn't matter much why. If you miss class, you're missing valuable information. Arrive on time to each class and stay until the end of class. You should attend all meetings of this class, not only because you are responsible for material discussed in class, but because active participation is essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading

Electronics: Laptops or tablets are required for all class sessions as all of your readings and assignments will be online. Obviously, you shouldn't be on Facebook, Tumblr, Instagram, etc. Cell phones are not allowed in class and must be turned off and put away in your bag. If I see you on

your phone or if I see that you're looking at something not related to class, you will lose all points for any in-class assignment for the day. I will assume that if you are staring at your hands in your lap, you are texting

Food: Yes, water, coffee, tea, and soda are permitted. "Quiet" snacks that do not interfere or disrupt class are also permitted. No, you may not bring whole meals or anything with a crunch or a smell, such as cheeseburgers, burritos, or bowls. No, you may not eat chips. Clean up if you spill something.

Consideration: We will discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

If you are a repeated offender for any of the issues listed above, I will ask you to leave.

University Policies: Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Schedule

Note: The schedule is subject to change with fair notice.

WEEK	DATE	MONDAY	DATE	WEDNESDAY	UNIT
0			8/21	<ul style="list-style-type: none"> Writing Questionnaire Syllabus Walkthrough 	Unit 1
1	8/26	<ul style="list-style-type: none"> Intro to Profile Project Pick Person 	8/28	FIELD TRIP TO LIBRARY <ul style="list-style-type: none"> Meet in class Activity: America is Not for Black People Head to library 	
2	9/2	LABOR DAY NO SCHOOL	9/4	<ul style="list-style-type: none"> Annotated Bibliography Due Info vs Significance List of sources Pop articles vs academic articles 	
3	9/9	<ul style="list-style-type: none"> The Poisoned Fish 	9/11	<ul style="list-style-type: none"> Bibliography slides 	

				<ul style="list-style-type: none"> Significance discussion 	
4	9/16	<ul style="list-style-type: none"> Class Annotation 	9/18	<ul style="list-style-type: none"> Workshop Day Essay Peer Reviews 	
5	9/23	<ul style="list-style-type: none"> Final Profile Due Prompt & Intro Choose Groups 	9/25	<ul style="list-style-type: none"> PSA Breakdown 	Unit 2
6	9/30	<ul style="list-style-type: none"> Stakes & Stakeholders Open Letter 	10/2	<ul style="list-style-type: none"> Annotated Bibliography Due Stakes & Stakeholders 	
7	10/7	<ul style="list-style-type: none"> Kendrick Lamar Lyrical Breakdown Lyric Breakdown 	10/9	<ul style="list-style-type: none"> J. Cole Documentary Take Home Essay 	
8	10/14	GROUP WORK DAY	10/16	<ul style="list-style-type: none"> Workshop Day Mock Presentation 	
9	10/21	PRESENTATIONS	10/23	<ul style="list-style-type: none"> PRESENTATIONS 	
10	10/28	<ul style="list-style-type: none"> PSA Individual Reflection Due Prompt & Intro 	10/30	<ul style="list-style-type: none"> Ethnography Brainstorm 	Unit 3
11	11/4	<ul style="list-style-type: none"> BEYOND THE CURVE 	11/6	<ul style="list-style-type: none"> BEYOND THE CURVE 	
12	11/11	VETERAN'S DAY NO SCHOOL	11/13	<ul style="list-style-type: none"> GELOs Review ePortfolio Essay Workshop 	
13	11/18	<ul style="list-style-type: none"> ePortfolio Group Work Session 	11/20	GROUP WORK DAY	
14	11/25	GROUP WORK DAY	11/27	<ul style="list-style-type: none"> Workshop Day Essay Peer Reviews 	
15	12/2	<ul style="list-style-type: none"> Workshop Day Mock Presentations 	12/4	PRESENTATIONS	
16	12/9	PRESENTATIONS LAST MEETING			
00				Final Ethno Essay due Dec 16 on Canvas	