

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 12, Fall 2015

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Office Hours:	Mo/We 9:00-10:00 (or by appointment)
Class Days/Time:	Mo/We 10:30-11:45
Classroom:	Boccardo Business Center 121
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication

Faculty Web 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

Jack Kerouac described California as “the land of lonely and exiled and eccentric lovers come to forgather like birds...where everybody somehow looked like broken-down, handsome, decadent movie actors” while the Red Hot Chili Peppers contend that “it's the edge of the world and all of western civilization.” From its golden exterior to its dark underbelly, California has evidentially left an indelible mark on the American psyche—but what does it really mean to be Californian? Is there such a thing as a California identity? And, if so, what role do we, as Californians, play in the larger national and global communities? How is this role distinct or uniquely valuable as a result of our being Californians? From N.W.A to Raymond Chandler, we will examine throughout the semester the multitudinous voices that shape our notions of the Californian identity and the Californian experience. By learning to critically read these varying narratives of California and to respond to them through the production of our own writing which looks both inward at ourselves and outward at our community, we will increase our awareness of our role as vital, participatory citizens of our nation and the world. Finally, we will investigate California’s future sustainability in the wake of one of the worst droughts in our history. Drawing upon the lavish, eccentric, sordid and profoundly multicultural history of our state, this 1A course will focus on the California consciousness, its creative spirit, its environmental sustainability and the Californication of the global community. English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of

texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to:

1. demonstrate the ability to read actively and rhetorically;
2. demonstrate the ability to 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. demonstrate the ability to integrate their 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

Required Texts

Textbook

- Course Reader—Available for purchase at Maple Press (481 East San Carlos Street)

- *Writing Situations* ISBN#978-0205735433
- *The Everyday Writer* by Andrea Lunsford—Available on CANVAS

Other Readings

Any additional readings will be posted on CANVAS

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Reading: GELO 1

A strong writer is always an avid reader first. Therefore, English 1A is both writing and reading intensive. Students are expected to keep up with the assigned reading, as most discussions and in-class work will revolve around them. Daily readings will include chapters from *Writing Situations*, selections from your course reader and, occasionally, additional readings posted to CANVAS.

Writing

Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays. All essays must be submitted in hard copy and on CANVAS. **I will not accept any work via email.** Writing assignments will consist of in-class and out-of-class essays, weekly CANVAS responses, as well as various informal writing done during class. In order to receive a passing grade in this course, **all writing assignments must be completed!**

Three Out-of-Class Essays: GELO 1-5

- 1,500 words each (roughly five pages)
- All essays must be typed, Times New Roman, 12-point font, double-spaced, with 1-inch margins, and meet MLA format. See *The Everyday Writer* or the OWL guide (<https://owl.english.purdue.edu/owl/resource/747/01/>) for help.
- In this class, the writing process is just as important as the finished product. Therefore, students will be expected to submit a draft for each out-of-class assignment to me. I will return these with feedback. **I will not accept essays without drafts.**
- In order to fully explore the revision process, students will participate in a number of peer review workshops. **Attendance during these workshops is mandatory(failure to do so will result in a grade reduction).**

Two In-Class essays: GELO 2-5

- 500 words each written legibly in blue or black ink in a green examination book during one class period.
- Topics will be discussed in advance, and a specific prompt will be given during the examination.
- Students are expected to attend every in-class essay. If an emergency results in an absence during one of these essays, please notify me ahead of time and I will allow a make up exam **within one week**. Only one make up will be allowed.

Final experience: GELO 1-5

Students will write a final, reflective essay that represents the culmination of all the thinking, discussing and writing they have done throughout the semester. This final in-class essay will map the students' personal growth as a California citizen, while analyzing the benefits and ramifications of that identity.

Reading Responses: GELO 1,2,4,5

Each week, I will post a discussion topic on CANVAS regarding the assigned readings. Students are expected to post a short response by midnight before class. Each response should be about two paragraphs (250 words)

Participation

Students are expected to engage with the assigned material and daily discussion. Points will be earned for actually participating, not just showing up to the classroom. Attending all class meetings, paying attention, voicing your opinions and participating in daily workshops will earn you all participation points.

In-class Writing

On most days, students will do some kind of in-class writing. This may include free-writing, brainstorming, journaling, group work, etc.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Major Assignment 1 (Draft+Final)	1,500	1-5	1-9
Major Assignment 2 (Draft+Final)	1,500	1-5	1-9
Major Assignment 3 (Draft+Final)	1,500	1-5	1-9
In-Class Essay 1	500	2-5	1,2,4,6,7,8,9
In-Class Essay 2	500	2-5	1,2,4,6,7,8,9
Weekly Writing Responses	2,500(250ea)	1,2,4,5	1,2,4,6,7,8,9
In-Class Final	500	2-5	1,2,4,6,7,8,9

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale. **Students must receive a C or better to pass English 1A.**

In-Class Essays(2x500 1,000 words)	20% (200pts)
Out-of-class Essays(3x1,500=4,500 words)	45% (450pts)
Weekly Responses(10x250=2,500)	15% (150pts)
Final (500 words)	10% (100pts)
Participation	10% (100pts)

A (93-100%)=930-1,000pts	B- (80-82%)=800-829pts	D+ (67-69%)=670-699pts
A- (90-92%)=900-929pts	C+ (77-79%)=770-799pts	D (63-66%)=630-669pts
B+ (87-89%)=870-899pts	C (73-76%)=730-769pts	D- (60-62%)=600-629pts
B (83-86%)=830-869pts	C- (70-72%)=700-729pts	F (0-59%)=0-599pts

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.

Late Work

I will accept out-of-class essays **up to one week** after the due date, at a significantly reduced grade. For each calendar day that your essay is late, you will receive a reduction of one-half a letter grade. For example, an “A” essay turned in one week late will receive no higher than a “C”. I will not accept late essays after one week, and I will not accept any kind of late in-class work or reading responses. All essays must be submitted in hard copy and on CANVAS. **I will not accept any work via email.** In the case of extreme extenuating circumstances, contact me before the due date so we can plan accordingly.

Extra Credit

Students are expected to stay on top of all assigned work and perform effectively during classroom activities. As such, I will not offer any extra credit.

Classroom Protocol

● **Diversity:** In English 1A, you will address issues of race, class, and gender as well as the perspectives of women and diverse cultural groups. Be respectful and supportive of your classmates during discussion and class activities. All members of the class should be able to feel comfortable and safe to explore various modes of communication.

● Always bring your book and reader to class.

● Please arrive for class on time. If you need to leave early, please notify me **before class has begun.** If tardiness becomes a habit, you may lose participation points for the day.

● All students are expected to come to class with **readings and assignments completed.**

● All students are expected to listen respectfully to their peers, take notes and contribute to class discussion regularly.

● If you are not prepared for class, then do not come. It is a waste of everyone’s time, and disrespectful to those who are prepared and engaged. You will not receive participation points for being in class without doing the work.

● Do not sleep in class. Sleeping will result in a loss of participation points for the day. If this becomes a habit, you may be asked to leave.

● There will be absolutely **no cell phone use** during class. Though these devices have profound impacts on our daily lives, they are distracting and unnecessary in the classroom. Using a device during class will result in the loss of daily participation points. If it becomes a chronic problem, you may be asked to leave.

● Unless you have a documented, daily need for a laptop, they are not to be used during class time. There may

be certain days (such as workshops or in-class essays) where laptop use is permitted. These will be specified by the instructor.

- Regular attendance is paramount to your success in this course. While I understand that we all miss class occasionally, regular absences **will negatively affect your performance and grade**. You are responsible for missed classes. Unless you are informing me that you need to miss an exam or workshop, **do not** contact me about missed classes or class work. Familiarize yourself with the schedule, and talk to your classmates about what you missed. Should you anticipate the need to miss multiple classes for some extenuating circumstance, please let me know as soon as possible.
- I am here to help you, so don't be a stranger! If you are struggling, have questions about assignments, need clarification, or simply want to talk, I am available! You are always welcome to come during my office hours, but if you are unavailable during my listed hours make an appointment. Although I have my own classes during the week, I am almost always on campus Monday through Thursday. However, visiting during office hours is **the best way** to discuss assignments, grades, and various other questions. Please do not ask me questions about your grades in class.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - If you would like to record one or more class periods, please contact me ahead of time.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. 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](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Engl 1A Section 12 / First-Year Writing, Fall 2015, Course Schedule

*Schedule subject to change with fair notice

CR=Course Reader

WS=Writing Situations

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	Course Intro & Syllabus Review
1	8/26	Reading: CR: The Bellwether State (1-17) Diagnostic Essay (Bring Greenbook)
2	8/31	Unit 1: Creativity Reading: CR: Duffy (97); Gioia(233-235) WS: Chapter 1 (1-16) CANVAS selection Discussion: Californian Creativity
2	9/2	Reading: CR: Myths of the Golden Land (19-22); Rawls (22-31); Spooner (40-53); Didion (54-64) WS: Chapter 2 (18-30) Discussion: California Identity Writing Response Due on CANVAS
3	9/7	Labor Day— Campus Closed
3	9/9	Reading: CR: Gibbs & Bankhead (84-94); Yu (100-109); Hondagneu-Sotelo (116-129); Miller, Miller & Dyrness (141-148); Photograph (115) WS: Chapters 3 (31-44); Chapter 4 (45-59) Discussion: Immigration Writing Response Due on CANVAS
4	9/14	Reading: CR: English-Lueck (236-242); KQED(242-248); Houston (274-290); <i>Oildorado</i> (290); Galarza(263-274) WS: Chapter 9 (145-170); Chapter 12 (231-260) CANVAS selection Discussion: Identity and Place Draft of First Major Assignment Due(in class and on CANVAS)
4	9/16	Reading: WS: Chapters 5 (60-74); Chapter 28 (674-682); Chapter 29 (682-694); Chapter 30 (694-709) Discussion: Peer Editing Writing Response Due on CANVAS
5	9/21	Reading: Essays Guided Peer-Editing Workshop
5	9/23	Reading: McClung (372-374) WS: Chapter 24 Intro (559-561) CANVAS selection

Week	Date	Topics, Readings, Assignments, Deadlines
		Discussion: Lecture & Final Thoughts First Major Assignment Due (in class and on CANVAS)
6	9/28	Unit 2: Sustainability Reading: CR: Politics, Environment, and the State of the State (379-383); Haslam (411-416); Reisner (416-420); Warning Sign (420) WS: Chapter 13 (261-289) CANVAS selection Discussion: The Water Wars
6	9/30	Reading: WS: Chapter 11 (199-230); 14 (290-320); Sample Essays Discussion: Argumentation Writing Response Due on CANVAS
7	10/5	Reading: Current Article/Scholarship on California Drought+Annotation Discussion: Drought Debate Writing Response Due on CANVAS
7	10/7	In-Class Essay 1 Bring Greenbook to class
8	10/12	Reading: CR: Hanson (428-432); Creamer (432-435) WS: Chapter 15 (321-350) Discussion: California's Future
8	10/14	Reading: WS: A Road to a Strong Thesis (475) Discussion: Thesis Workshop Draft of Second Major Assignment Due (in class and on CANVAS) Writing Response Due on CANVAS
9	10/19	Reading: CR: Nabhan (308-311) CANVAS selections Discussion: Environmental Literature & California
9	10/21	Reading: Essays Peer-Editing Workshop
10	10/26	Reading: CANVAS selections Discussion: Twilight Los Angeles Second Major Assignment Due (in class and on CANVAS)
10	10/28	Unit 3: Global Citizenship Reading: CR: California and the Popular Imagination (315-319); Allmendinger (319-326); Fine (326-332) CANVAS selection Discussion: Exporting Culture Writing Response Due on CANVAS
11	11/2	Reading: CR: Lewis (293-298); West(332-334); Benton(336); Polan (337-352)

Week	Date	Topics, Readings, Assignments, Deadlines
		CANVAS selection Discussion: Hollywood
11	11/4	Reading: CR: Kahn (359-368) WS: Chapter 18 (404-440) CANVAS selections Discussion: Counter-Culture Writing Response Due on CANVAS
12	11/9	In-Class Essay 2
12	11/11	Veterans Day—Campus Closed
13	11/16	Reading: CANVAS selection WS: Chapter 19 (441-459) Discussion: Walt Disney
13	11/18	Reading: CANVAS selection WS: Chapter 20 (460-489) Discussion: Californian Politics & The Global Community Writing Response Due on CANVAS Draft of Third Major Assignment Due (in class and on CANVAS)
14	11/23	Reading: Essays Peer-Editing Workshop
14	11/25	Presentation Group Work Writing Response Due on CANVAS
15	11/30	Third Major Assignment Due: Multi-Modal Projects
15	12/2	Third Major Assignment Due: Multi-Modal Projects
16	12/7	Final Discussion
Final Exam	TBA	In-Class Essay