

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 15, Fall 2015

Course and Contact Information

Instructor:	Luke B. Goebel
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Office Hours:	Mondays and Wednesdays from 1:45pm-2:45pm and gladly by appointment. (Please note: No office hours on SJSU holidays.)
Class Days/Time:	Mondays/Wednesdays 10:30am - 11:45am
Classroom:	Clark Building (CB) 316
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

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

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their 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 shall give students 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 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.

Reading: We will be reading many different forms of essays from diverse writers, thinkers, and scholars. We will also read instructional texts on rhetoric that explore rhetorical theory and other theories and practices for responding to texts. We will be reading and studying different types of texts as we practice analyzing, writing, and finding different ways to engage with and respond to texts and the world.

Final Experience: The final experience for this course is a portfolio of your work and reflective analysis in which you reflect on yourself as a writer and your journey as a writer and scholar throughout this course. **DO NOT THROW AWAY ANY** of the graded essay portfolios that I hand back to you! Keep them as you will hand

them all in for this Reflective Analysis/Final Portfolio. We will go over this assignment in class and discuss it throughout the semester. There will also be a brief meeting with me at the end of the semester to hand in this Reflective Analysis/Final Portfolio and discuss the work you have done.

Required Texts

- Blue Books
- Folder for in-class handouts
- Paper and writing instrument
- Stapler for all assignments
- Computer access or a personal computer or laptop
- Access to Canvas and SJSU E-mail

- Texts will be provided unless otherwise announced, in which case ample time will be given to acquire texts.

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

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>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In-class Essay	600-700	2,3,5	1-9
Analysis of a pair of related texts	1000-1250	1-5	1-9
Analyzing (websites) Your Social Media Experience	1750-2000	1-5	1-9
Personal Essay w Argument	2000	1-5	1-9
Letter to the Corporation/CEO/Editor	1000	1-5	1-9
In-class Essay	1000	2,3,5	1-9
Final Portfolio & Reflection/Analysis	1250-1750	1-5	1-9

Essays/Grading

Students will complete **seven** essays—2 in-class essays and 5 out-of-class essays—for a total of roughly 8,000 words.

In-class Essay	5 points
Analysis of a pair of related texts	10 points
Analyzing (websites) Your Social Media Experience	15 points
Personal Essay w Argument	15 points
Letter to the Corporation/CEO/Editor	10 points

In-Class Essay	5 points
Final Portfolio & Reflection/Analysis	15 points
Homework	10 points
Participation*	15 points

*** NOTE: See next page of syllabus under: Classroom Protocol/Attendance**

Grading Policy

- 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 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.

Course Grades:

In addition to standard letter grades (A-F), a number of other grading marks can be assigned for the course.

- "W" (Withdrawal): If a “W” symbol appears next to a student’s name on your grade roster, he or she was permitted to drop the course after the fourteenth day of instruction with the approval of the Director of Academic Services. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.
- “WU” (Withdrawal Unauthorized): The symbol "WU" indicates that an enrolled student did not officially withdraw from or drop the course and failed to complete course requirements. This grade is assigned by the instructor and is appropriate for students who have disappeared from or never attended class. For purposes of calculating the grade point average, this symbol is equivalent to an "F". *A “WU” should not be used in place of a failing grade.*
- “I” (Incomplete): Students who fall behind toward the end of the semester often ask for incompletes. An “I” is typically reserved for students who for legitimate reasons (health, personal emergencies) are unable to meet all the course requirements. A grade of an incomplete is appropriate for students who have attended a major portion of the semester and who have completed the majority of required assignments. Please consider the student’s situation carefully before assigning an incomplete. If you give a student an “I,” you will need to work with him/her the following semester to complete the course. *An “I” is not to be assigned to students who complete all course assignments and have an “F” average.* These students should receive a failing grade for the course. When you post an “I” on the grade roster, you will be prompted to provide reasons justifying the mark.

To clear an incomplete, the student must complete all required work within one year. If the incomplete is not cleared within one year, the "I" is computed as an "F" in the student's grade point average. Clearance of Incomplete forms are available in the department office. The form must be signed by the instructor.

• *Note: For students to pass the course, they must earn a C or higher.*

Classroom Protocol

Attendance

Regular attendance and participation is mandatory. You cannot do well in this course if you are not present and ready to participate in exercises, workshop, peer review, and discussions. Exchange information with a classmate so you can find out what you have missed if you ever miss a class. Also, as you can see on this syllabus participation counts as 15% of your final grade. This percent is determined by handing in of peer review sheets, by your attendance (a major factor for this 15%*), and by your participation in class.

*I give everyone three absences, unexcused, before absences start having a major impact on the 15% of your grade that is participation. I strongly recommend not missing more than three classes without excused absences. PLEASE COME TALK TO ME if you need to miss more than three classes, please, and let's discuss.

Written Assignments

- **All essays must follow standard MLA style as well as guidelines**
- **12pt Times New Roman Font, double-spaced, 1-inch Top and Bottom margins and standard margins.**
- **Each essay must meet the minimum length as specified by assignment and must fulfill all aspects of the assignment. Works Cited page does not count for page length.**
- **Papers must be submitted IN HARD COPY FORM ONLY. E-mailed essays will not be accepted.**
- **Papers must be submitted on time or the paper is an F unless otherwise determined for extenuating circumstances. However, even if there are extenuating circumstances and the paper is accepted it will drop one full letter grade for each class it is late.**
- **Papers must be stapled with numbered pages according to MLA style.**

Electronics

- There will be times we may use devices and during those times I will let you know it is okay to use devices.
- There will be other times when I will require all devices be put away. Please don't let devices become an issue, or I will have to say something to you about this and this will lower your participation grade.

Plagiarism

At SJSU, plagiarism is defined as "the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements." Plagiarism is a serious academic offense and can result in failure of the assignment, course, and disciplinary action including in some instances dismissal from SJSU.

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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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](#) 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](#) (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](#) 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](#) 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](#) 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: First-Year Writing, Section 15, Fall 2015

This schedule is subject to change with reasonable notice. If the schedule is changed, we will discuss this in class and all participants will be notified of significant changes in terms of due dates, etc., through in-class announcements as well as often through e-mail updates. HOWEVER: It is each student's responsibility to stay updated on changes by being in class and by always contacting another student for changes and homework if absent from class. There may also be additional readings assigned.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
2	8/24	First day of Class. Syllabus and Introductions.
2	8/26	In Class Reading of "The Roots of Debate in Education and the Hope of Dialogue" by Deborah Tannen from <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>
3	8/31	In Class Writing: Essay: 1000 words* *PLEASE BRING AT LEAST TWO BLUE BOOKS (more than two if your handwriting is not condensed)
3	9/2	In Class Reading of: Annie Dillard: Excerpt from <i>For The Time Being</i> Homework: Read George Saunder's "The Brainedead Megaphone"
4	9/7	Labor Day: NO CLASS
4	9/9	Discussion of Types of Writing/Rhetorical Situations/Genres and Purposes. Handout of assignment for: <u>Analysis of a Pair of Related Texts</u> : 1000 words (In-class writing) *Homework: Work on Essay: Analysis of Pair of Related Texts: Print two copies of full draft of essay to class on 9/8
5	9/14	Peer Review: Draft One Due: BRING TWO COPIES OF FULL DRAFT
5	9/16	Hand in Portfolio: Final Draft of Analysis of a Pair of Related Texts Essay: 1000 words. Discussion of Social Media and The American Dream: In-Class Reading of "Stephen Cruz" by Studs Terkel from <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>
6	9/21	Discussion of Social Media and Major Media (Rethinking the American Dream and the media)
6	9/23	Handout Essay Assignment: Analyzing (websites) Your Social Media Experience: 1750 words. In-Class reading of handout: <i>From Critical Thinking to Argument PART 4</i> *Homework: Write and print a 1000 word excavation and exploration

Week	Date	Topics, Readings, Assignments, Deadlines
		around your experience with media and social media. Handout sheet will be provided. Print exploration and bring to class.
7	9/28	Hand in 1000 word excavation/exploration. In-Class Reading from: <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i> In-Class Writing of Essay *Homework: Work on Essay. Please bring printed copy of first three pages of essay to class on 9/30
7	9/30	In-Class Writing of Essay *Homework: Finish First Full Draft of Essay: 1750 words. Print two copies and bring to class for PEER REVIEW on 10/5
8	10/5	PEER REVIEW: BRING TWO PRINTED COPIES OF FULL ESSAY *Homework: Revise and finish Final Draft of Essay: Bring portfolio to class on 10/7
8	10/7	<u>HAND IN FINAL PORTFOLIO for Analyzing (websites) Your Social Media Experience: 1750 words.</u> In-Class Handout of Personal Essay w/ Argument: 2000 words Exploring examples in class of Personal Essays that Make Arguments.
9	10/12	Exploring examples in class of Personal Essays that Make Arguments.
9	10/14	Discussing the topic and purpose of Personal Essay w/ Argument: A look at rhetorical appeals in the Personal Essay genre. *Homework <u>First Sentences/Opening Paragraph Assignment: Print first paragraph and bring to class.</u>
10	10/19	<u>BRING PRINTED FIRST PARAGRAPH TO CLASS:</u> Workshop: Opening Paragraph In-Class Writing of Essay
10	10/21	Looking at Scenes/Argument/Narrative Theory In-Class Writing of Essay *Homework: Work on Essay
11	10/26	In-Class Work on Essay

Week	Date	Topics, Readings, Assignments, Deadlines
		*Homework: Work On Essay: BRING TWO COPIES OF FIRST FULL DRAFT of Personal Essay w/ Argument (2000 words) to class on 10/28 for PEER REVIEW
11	10/28	PEER REVIEW DAY *HOMEWORK: Finish Personal Essay w/ Argument (2000 words). Bring Final Portfolio to class on 11/2
12	11/2	HAND IN FINAL PORTFOLIO for Personal Essay w/ Argument (2000 words) Handout Assignment for: Letter to the Corporation/CEO/Editor: 1000 words
12	11/4	Looking at Examples: Letter to an Editor/Company/Petitions
13	11/11	No Class: VETERANS DAY
13	11/16	In-Class Working on Letter to the Corporation/CEO/Editor *Homework: Finish Letter to the Corporation/CEO/Editor: PRINT PORTFOLIO to hand in 11/18.
14	11/18	Hand in Final Portfolio: Letter to the Corporation/CEO/Editor: 1000 Words
14	11/23	Presentations:
15	11/25	Presentations:
15	11/30	Presentations:
16	12/2	Conferences With Professor Goebel
16	12/2	Conferences With Professor Goebel
17	12/7	In-Class Essay: 1000 words
17	TBA	Hand in Reflective Analysis/Final Portfolio. Hand this to Professor Goebel at stated time and place.