

San José State University
Humanities & Arts / Dept. of English
ENGL 1A: First-Year Writing, Section 57 Fall 2015

Course and Contact Information

Instructor:	Dr. Julie Sparks
Office Location:	Faculty Office Building 128
Telephone:	(408) 924-4434
Email:	julie.sparks@sjsu.edu
Office Hours:	T 10:30-11:30 and W 1-2 (tentative)
Class Days/Time:	Section 57 TTh noon-1:45
Classroom:	(Building and room number, or your online course web address)
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE A2 Written Communication

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions will eventually be found on the Canvas learning management system course website (please bear with me while I learn this system.) Meanwhile, course materials will also be found on my course Website at <http://www.sjsu.edu/people/julie.sparks/courses/> You are responsible for regularly checking the messaging system through MySJSU (which is linked to your email) to learn of any updates.

ENGL 1A Course Description

General Course Description

English 1 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 develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1 you will practice these skills by writing for various audiences and rhetorical situations.

Pathways to a Better Future: Global Citizenship, Sustainability, Creativity

What does it mean for today's college students to be coming of age at the beginning of the 21st century? Although the Millennials have grown up in an increasingly interconnected world, with a burgeoning global economy accelerated by an explosive spread of ever-evolving technology, you might have also grown up with an increasing sense of dread about the interconnected global threats of environmental deterioration, climate change, deadly pandemics, the struggle for diminishing resources, and domestic and international terrorism. Fortunately for us in Silicon Valley, we have front-row seats to some of the most promising solutions to these

challenges that are incubating in the fertile minds of our diverse and well-educated population, producing exhilarating flows of new ideas and new energy.

This class has been formed to develop a greater understanding of the complex global forces that have ushered in this new age. It will also develop students' awareness of the many creative ideas that have grown out of some of our most desperate crises—new sustainable technologies to replace the more destructive engines of the first industrial revolution, new kinds of businesses that substitute sustainable community-building for the short-sighted obsession with profits, new inclusive banking strategies to help the “bottom billion” lift themselves out of poverty and add their talents to the global economy, and new ideas about agriculture, forestry, urban design, transportation, telecommunications, and education that all help us envision a more, just, peaceful, prosperous, and sustainable world.

Our focus will be on global innovations in all fields, including the sciences, technology, business, education, and the arts. Students will be encouraged to look beyond the pigeonholes of traditional academic disciplines to see how people in the “real world” have been collaborating in innovative ways, producing unanticipated solutions to unprecedented challenges. Students will also be encouraged to see a role for themselves in this vanguard.

ENGL 1A Learning Objectives (CLO)

Upon successful completion of the course, you will be able to:

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

GE A2 Course Description

ENGL 1A fulfills your written communication general education requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at 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 Objectives (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, you will be able to

- demonstrate the ability to read actively and rhetorically.
- 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.

- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.
- demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
- 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 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.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on global citizenship, sustainability, and creativity. All readings will include useful models of writing for academic, general, and specific audiences.

Final Exam: As part of your final experience in the course, you will be participating in a campus-wide student showcase. This will consist of a group multimodal presentation at an open assembly for all SJSU students and faculty. Projects will be related to the primary issues discussed in the course.

Required Texts/Readings

Textbook

Required

Main Textbook: *The Norton Field Guide to Writing, 3rd edition*, 2013 by Richard Bullock ISBN-10: 0393919560 ISBN-13: 978-0393919561 Note: This is the main text, referred to as “text” on your schedule. You will need to bring it with you to class always.

Articles and excerpts from a wide variety of books will be posted online for you to read. **It is very important that you read these before class AND bring them with you**, either on an electronic reader or (ideally) printed out so you can mark on them. Print double-sided if you can to save paper.

Strongly Recommended

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Note: An electronic copy of this book **will be given free** to all new freshman, to be kept throughout your college career. I will recommend that you use it from time to time for reference, particularly for grammar, but I won't require it, and you won't need to bring it to class every time. **Check on the free copy before you buy!**

Print ISBN: 9781457667121 Available at the Spartan Bookstore
 Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

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	points	% of semester grade
In-class essay	500 words	1, 3-5	1,2,4,6-9	50	5%
Rhetorical Analysis essay (revised)	1200 words	1-5	1,2,4,6-9	100	10%
Profile/ Site Visit Essay (revised)	1400 words	1-5	1-9	200	20%
Critical Response Essay (revised)	1400 words	1-5	1-9	200	20%
In-class essay expansion/revision	1000 words	1-5	1-9	175	20%
Film Club Presentation	500 words	1, 3- 5	1,2,4,5-9	100	10%
Small assignments				200	20%

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.

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

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.

- Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

Late Work Policy: Late homework will not be accepted, and that includes work you try to turn in when you're late to class. Also, **you can't email work to me instead of coming to class to hand it in.** Sorry, but I've tried leniency and it just leads to chaos and overwork for me. Major assignments (the essays) *will be* accepted up to one week late, but they will be penalized for each day they are late, including weekends. No paper will be accepted later than one week. Just to be clear, students who disappear from the class for weeks and then try to turn in everything at the end **will fail the class.**

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will allow you to earn extra points by attending campus lectures or performances and writing about them. I will also draw up a list of a few other options that relate more closely to our course goals and themes. **There is a 30-point maximum per semester, per student, for extra credit.** Extra credit can be turned in any time, but it will be graded when I have time. Please do not nag! **The final deadline for extra credit is the morning of the final, but you can turn in only one that day.**

Turnitin.com: To receive credit, all major papers (those on the chart above, except the in-class essay) must be submitted to Turnitin.com AND submitted as a hard copy in class. Ideally you should submit your paper to Turnitin just as you print out the hard copy so you won't forget. If I have to remind you to submit your paper to Turnitin, your grade might suffer, so please be responsible about this.

Classroom Protocol

Attendance and Participation:

It is very important that students come to this class regularly and come prepared to participate. This means that reading assignments should be finished *before* the class period when they will be discussed, that writing assignments should be ready to hand in at the *beginning* of class when they are due, and that students should arrive at writing workshops with two *full-length* rough drafts. There will be frequent, unannounced in-class writings, and these cannot be made up by students who miss class, **nor will homework be accepted, electronically or otherwise, from students who miss class.** In special circumstances, students can submit work early if they will have to miss class, but this should be cleared with the professor beforehand. Poor attendance and weak participation will significantly reduce your learning experience and your grade. It is the most common reason that students fail this class.

Participating in the mandatory peer review workshops is particularly crucial. If you skip these, you will miss out on valuable advice, as well as 15 participation points each time. If you do miss the in-class peer review, it is your responsibility to get one on your own—and to show evidence of revision--or your paper will not be accepted. Just to clarify: **any paper NOT peer reviewed and then revised will not be read and will receive a zero.**

Professionalism and maturity: Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time, turning your cell phones off in class, refraining from chatting with buddies in class or toying with your electronic devices. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

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.”
 - 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](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. 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. **Please familiarize yourself with all of the printing resources on campus and off campus early on!** “My printer died” and “The Print Shop wasn’t open yet” are not valid excuses for not having your work ready to turn in when it’s due.

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. **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: First-Year Writing, Section 8 & 13 Fall 2015

Course Schedule (subject to change with notice)

Note: “Read” means you should read this assignment before the day it’s listed, bring it to class, and be ready to discuss (and be quizzed on) that reading that day. **“DUE”** means whatever follows is due at the beginning of class where that appears. If you’re late, so is your paper. **“(online)”** means it is posted on the [course Web site](#) (not necessarily on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 8/20	Introduction to the Course brief in-class writing <u>Read for next time:</u> “A Millennial Named Bush” (handout)
2	T 8/25	In-class essay (bring “A Millennial Named Bush,” paper, pens)
2	Th 8/27	Unit One: Introduction to Rhetorical Analysis <u>Read:</u> text 1-24, 243-248 and “Regrets of an Accomplished Child” by Pamela Paul (online)
3	T 9/1	Rhetorical Analysis, continued <u>Read:</u> text 52, 69-81 + “Critical Thinking, Creativity: The Skills Workers Really Need” (online)
3	Th 9/3	Writing Arguments, Making Appeals <u>Read:</u> text 323-341, Excerpt from “The Republic of Imagination” (online) DUE: <u>topic proposal for Rhetorical Analysis Essay</u>
4	T 9/8	Reading Critically <u>Read:</u> 396-413, “The Green-Collar Solution” DUE: <u>annotated argument homework</u>
4	Th 9/10	<u>Peer review for rhetorical analysis</u> Due: <u>rough draft of rhetorical analysis (2 copies)</u>
5	T 9/15	Unit Two: The Profile Essay/Site Visit <u>Read:</u> text 191-203 and “The Three Wise Men” Excerpt from <i>The Circle</i> pp. 19-28 (online) DUE: rhetorical analysis (remember Turnitin.com)
5	Th 9/17	Writing Strategies: description, dialogue <u>Read:</u> text 367-381, and Excerpt from <i>Gaviotas: A Village to Reinvent the World</i> (online)
6	T 9/22	Narrating in a rhetorical context <u>Read:</u> text 387-395 and Excerpt from “Working in the Shadows” (online) DUE: <u>topic proposal for profile essay</u>
6	Th 9/24	Writing workshop for profile essays: asking good questions <u>Read:</u> text 251-254, “Interview with Azar Nafisi” (online)
7	T 9/29	Workshop for profiles: Structure <u>Read</u> text 457-461 “For Muslim Prom Queen, There’s No King” (online) DUE: <u>at least 10 interview questions (typed)</u>
7	Th 10/1	Workshop for profile essays: incorporating quotes <u>Read:</u> text 462-479 and “Martin Curriel: Jefferson Award” (online)
8	T 10/6	<u>Peer review workshop, profile essay</u> Due: <u>rough draft of profile essay (2 copies)</u> <u>Read:</u> text 269-286
8	Th 10/8	Introduce Film Club Project, Critical Review Essay (<i>Paris, Je t’Aime</i> exercise) <u>Read:</u> te 64-81

Week	Date	Topics, Readings, Assignments, Deadlines				
9	T 10/13	Begin Film DUE: final draft Profile Essay (+Turnitin.com)				
9	Th 10/15	Finish film. In-class writing and discussion. <u>Read</u> : Sample reviews #1 (online)				
10	T 10/20	Choose Film Clubs <u>Read</u> : Descriptions of films (online), text 255-258 DUE: your 3 film choices, ranked				
10	Th 10/22	Workshop on researching a film <u>Read</u> text 164-172, Sample Reviews #2 (online) <u>Due</u> : topic proposal for review essay				
11	T 10/27	Workshop: discovering your thesis, joining the conversation on a film <u>Read</u> text pp. 74-75, Sample Reviews #3 (online) Film Club time				
11	Th 10//29	Workshop: structuring a film analysis. <u>Read</u> text 76-79 <u>Due</u> : <u>outline of your review + thesis</u> .				
12	T 11/3	Peer review workshop, review essay <u>Due</u> : rough draft of review essay (2 copies)				
12	Th 11/5	Conferences on review essay/ film club time				
13	T 11/10	Unit Four: Revision <u>Read</u> text 282-286 Due: Review Essay (remember Turnitin)				
13	Th 11/12	Multi-modal Presentations: TED talks and beyond (Majora Carter, The Story of Stuff; Seeds, Hope & Concrete; Wangari Maathai "Taking Root") <u>Read</u> : text pp. 591-5, 609-620				
14	T 11/17	Short film. Film club time/conferences on film club presentations				
14	Th 11/19	Peer review workshop, revision essay <u>Due</u> : rough draft revision essay (2 copies)				
15	T 11/24	Film Club time to work on presentations Due: Revision Essay (remember Turnitin)				
15	Th 11/26	Th & F *****Thanksgiving Holiday - campus closed *****				
16	T 12/1	Grand wrap-up: review of pathways themes and rhetorical concepts. Short film				
16	Th 12/3	begin film club presentations. Due: written part of film club presentations				
17	T 12/8	Film Club Presentations				
Final Exam	Sec 8 Sec 13	<table border="1"> <tr> <td>Wednesday, December 16</td> <td>0715-0930</td> </tr> <tr> <td>Tuesday, December 15</td> <td>0945-1200</td> </tr> </table>	Wednesday, December 16	0715-0930	Tuesday, December 15	0945-1200
Wednesday, December 16	0715-0930					
Tuesday, December 15	0945-1200					