

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section # 01, 03, 09, 35, Fall / 2016

Instructor:	Craig Lore
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Office Hours:	M/W 10:30-11:45 and by arrangement
Class Days/Time:	M/W 07:30, 09:00, 12:00, and 1:30
Classroom:	Sec 01, BBC 121; Sec 03, BBC 121; Sec 09, BBC 121; Sec 35, BBC 123
Prerequisites:	Directed Self-Placement
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Faculty Web Page and MYSJSU Messaging [*Optional*]

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

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations. In addition, this class will explore the meaning and pursuit of happiness.

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.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, 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
Diagnostic Essay	(~ 600)	NA
In-Class Essay #1	~ 600	1, 3, 5
In-Class Essay #2	~ 600	1, 3, 5
Autobiography Out of class Essay	~ 1200	1, 2, 3, 4, 5
Reflection Out of Class Essay	~ 1500	1, 2, 3, 4, 5
Proposal to Solve a Problem	~ 1800	1, 2, 3, 4, 5
Final—Multi-Modal	~ 600	3, 5
Journal	~ 300	4
Misc. Writing—Homework, In-class	~ 1500	1, 2, 3, 4, 5

Required Texts

Reading Critically, Writing Well, 10th Edition. Axelrod, Cooper, and Warriner. ISBN: 978-1-4576-3894-7
Pursuing Happiness. Parfitt and Skorzewski. ISBN: 978-1-4576-8377-0

Other Readings

Other readings, as necessary, may be posted in Canvas with sufficient notice for students to access these materials before class.

Also, some readings/assignments will be assigned through Launch Pad, which can be accessed by this link: <http://www.macmillanhighered.com/launchpadsolo/readingcritically10e/3861708>

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 five major areas: (1) content (this includes maturity and sophistication of thought), (2) organization, (3) expression, (4) mechanics (margins, spacing, indent, etc.), and (5) punctuation and grammar. All major assignments, quizzes, and exams are graded on a traditional A-F scale using a 100-point model listed in the table below. Misc. Writing—homework, in-class assignments, informal papers as noted—will be graded check plus, plus, check minus (roughly, A, B, C) and zero.

Late or missed work will not be accepted. I have eliminated the participation portion of the grading policy; therefore, participation will appear in the form of completed homework, or in-class exercises. Failure to complete the homework or turn it in on time or without prior authorization will receive a zero. Assignments will not be accepted over email or after class.

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

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.

Grades Determined by:

In-class essay #1	10%
In-class essay #2	10%
Autobiography Essay, w/ workups, drafts,	20%
Reflection Essay, w/ workups, drafts	20%
Proposal to Solve a Problem Essay—w/ workups/drafts	20%
Final—Multi-Modal	10%
Journal	5%
Misc. Writing—homework, in- class	5%
Total	100%

Grade and Paper-Grade

Percentages:

A+	100-98	C+	79-77
A	97-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D	69-63
B	86-83	F	≤ 62
B-	82-80		

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

An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

Classroom Protocol

- **Presence**—in class, on time—eyes forward, no electronics.
- **Participation**—appreciated, expected, required, desired, rewarded (by goodwill).
- **Preparation**—completion of readings and homework—prior to class—is expected.
- **Papers**— **Multiple, unstapled papers will receive a zero.**
- **Promptness**—turn assignments in when due. Late assignments automatically receive a zero.

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

<http://www.sjsu.edu/english/frosh/program_policies/index.html>

English 1A, Fall 2016, Course Schedule

Changes to the syllabus may occur throughout the semester: students will receive sufficient notice to adjust their schedules.

RCWW—Reading Critically, Writing Well

PH—Pursuing Happiness

LaunchPad: <http://www.macmillanhigherred.com/launchpadsolo/readingcritically10e/3861708>

Week	Date	Topics, Readings, Assignments, Deadlines
1		
1	Wed 8-24	First Day, Introductions, Etc.
2	Mon 8-29	Diagnostic Essay (Evaluated, but does not count towards course grade)
2	Wed 8-31	Journal making; SFDs, Brainstorming, Gratitude, Unity & Coherence
3	Mon 9-5	Labor Day—No Class
3	Wed 9-7	PIE, Organization of an essay—Death to the 5-paragraph essay
4	Mon 9-12	Read: Ch. 2 <i>RCWW</i> 20-31, and “Rick” 49-54, and 55-67
4	Wed 9-14	Read: <i>PH</i> “The Source of Happiness, 21-33; and <i>RCWW</i> “In Too Deep,” 32-36
5	Mon 9-19	Read: <i>RCWW</i> : Ch. 3 68-79; “The Last Stop,” 104-111; 116. AND <i>PH</i> Take and score the “Oxford Happiness Questionnaire,” 221-224
5	Wed 9-21	Read: <i>PH</i> “Very Happy People,” 210-220
6	Mon 9-26	Peer Review—Autobiography Essay
6	Wed 9-28	Read: <i>RCWW</i> Ch.4, 129-142, and “Father Shop’s Best,” 149-155
7	Mon 10-3	Due: Autobiography Essay Read: <i>PH</i> “Can Money Buy Happiness?” 160-174.
7	Wed 10-5	<i>RCWW</i> : Ch. 5 178-191 and “Marked Women” 192-200
8	Mon 10-10	<i>RCWW</i> : “Dating,,: 201-211 and “Can You Make Yourself Smarter?” 212-222
8	Wed 10-12	In-Class Essay #1 Bring paper, pens, paper dictionary
9	Mon 10-17	Read: <i>PH</i> “What Suffering Does,” 284-287 and “Aversion to Happiness Across Cultures,” 267-283
9	Wed 10-19	Read: <i>PH</i> : “July: Buy Some Happiness,” 291-307
10	Mon 10-24	Peer Review: Reflection Essay, Out-of-Class #2
10	Wed 10-26	Read: <i>RCWW</i> Ch. 8 375-384, and “”The Multitasking Generation” 385-399
11	Mon 10-31	Due: Final Draft Reflection Essay O-of-CI #2 Read: <i>PH</i> : “How Happy are You and Why?” 179-197
11	Wed 11-2	Read <i>RCWW</i> “Is Google Making Us Stupid?” 408-417 and <i>Launchpad</i> Ch. 8, “The Truth About Lying.”

Week	Date	Topics, Readings, Assignments, Deadlines
12	Mon 11-7	Read: <i>PH</i> “Paradise Glossed,” 96-105 and “From the Tao Te Ching,” 10-15
12	Wed 11-9	Read <i>RCWW</i> : 445-458
13	Mon 11-14	Read <i>RCWW</i> : “Why Not a Football Degree?” 459-465 and “Win-Win Flexibility” 474-482
13	Wed 11-16	Read: <i>PH</i> “Living With Less” 308-313 and “If We Are So Rich, Why Aren’t We Happy?” 140-157
14	Mon 11-21	Peer Review Proposal to Solve a Problem, Out-of CI #3
14	Wed 11-23	No-Class
	Thur 11-24	Thanksgiving Break—No Class
	Fri 11-25	
15	Mon 11-28	Read <i>PH</i> : “Getting Off the Hedonic Treadmill” 324-339
15	Wed 11-30	Due Proposal to Solve a Problem Essay, Out-of-Class #3
16	Mon 12-5	Read <i>PH</i> : “The Alchemy of Suffering” 34-42
16	Wed 12-7	In-Class Essay #2
17	Mon 12-12	PH: Take and score the “Oxford Happiness Questionnaire” 221-224
Final Exam		Section 01 Tuesday, December 20, 0715-0930 Section 03 Thursday, December 15, 0715-0930 Section 09 Thursday, December 15, 1215-1430 Section 35 Friday, December 16, 0945-1200