

**San José State University**  
**Humanities & Arts / Dept. of English**  
**ENGL 1A: First-Year Writing, Section 2 & 4, Fall 2016**

**Course and Contact Information**

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<b>Office Hours:</b>	T-TH 10:30 a.m.--noon, F 8:30--9:30 a.m.
<b>Class Days/Time:</b>	T-TH 7:30-8:45 (Sect. 2), 9-10:15 (Sect. 4)
<b>Classroom:</b>	BBC 121
<b>Prerequisites:</b>	English Placement Test
<b>GE/SJSU Studies Category:</b>	GE A2 Written Communication

**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 1A you will practice these skills by writing for various audiences and rhetorical situations.

**Section-Specific Course Description**

*San Jose State University has decided that creativity, sustainability, and global citizenship—making something, keeping it, and sharing it—are the three most important issues of your generation. Masha Gessen’s award-winning nonfiction novel Words Will Break Cement will provide the forum to discuss these three significant ways in which contemporary society develops. Are the members of the notorious Russian punk rock band, Pussy Riot, criminals or revolutionary artists? How does Vladimir Putin’s oligarchical government affect the environment and citizens’ rights? Does what happen in Russia stay in Russia, or do the decisions made there affect the rest of the world? This is the world that you inherit, ready for you to take charge. This is your time to seize opportunities and make wise decisions by polishing your writing skills on these three important themes.*

**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: An in-class essay to be graded by the department rubric.

## Required Texts/Readings

### Textbook

*Patterns for College Writing*, 12th ed. (ISBN 970-0-312-69958-1)

*Bedford Handbook*, 9th ed. (ISBN 978-1-4576-0802-5)

*Words Will Break Cement* by Masha Gessen (ISBN: 9781594632198).

(You will receive a free online copy of Andrea Lundsford's *Everyday Writer*. Check MYSJSU for the link.)

## 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
Analysis of Russia's environmental sustainability	1000	1,2,3,4,5	1,2,3,4,7,8,9
Persuasive argument on Human Rights in Russia	1000	1,2,3,4,5	1,2,3,4,7,8,9
Reflective essay: Is Pussy Riot Art?	1000	1,2,3,4,5	1,2,3,4,7,8,9
Preliminary drafts	1500	1,2,4,7,8	2,3,4,5
Diagnostic essay	500	1,2,4,7,8	2,3,4,5
Practice Final exam	500	1,2,4,7,8	2,3,4,5
Writer's journal on readings in revised form	2500	6,7,8,9	1,3,4,5

### Grading: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct

B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective

C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete

D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect

F=50: Writing that is off-topic, late, brief

NOTE: A plus (+) sign added to a letter grade indicates the highest performance or value within its range while a minus (-) sign indicates the lowest performance or value within its range.

Final Average will be determined by the breakdown of these grades:

Three 1000-word essays at 30% to be graded on the A-F scale.

Five 500-word preliminary drafts at 10% to be graded on the A-F scale.

One 2500-word writer's journal at 20% to be graded on the A-F scale.

Ten quizzes at 10% to be graded on the 100-point scale.

Ten participation grades (homework, board work, etc.) at 10% to be graded on the 100-point scale.

One final exam at 20% to be graded on the A-F scale.

There is no provision for late work. Please contact me the day you are absent when work is due.

*Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.*

## **Classroom Protocol**

Students are expected to be in their seats when class begins. They should have all the necessary books ready for class activities and discussion. The day's assignments should have been read and assigned homework typed and ready to turn in. Please turn off your cell phones. Computers in class should be used only for note-taking.

## **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/](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.

Drop Deadline: September 6, 2016

Add Deadline: September 13, 2016

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

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

<http://www.sjsu.edu/gup/syllabusinfo/>

# English 1A (Sections 2 & 4), Fall Semester 2016, Course Schedule

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23/16	No class
1	8/25/16	Introduction to course, syllabus, <b>Diagnostic essay</b> (CLO 1, 2, 3, 4, 6, 7, 8, 9) (GELO 3, 4, 5)
2	8/30/16	Gessen Prologue, <i>Bedford</i> 19, Multi-modal Chalk Talk (CLO 4) (GELO 1, 3, 4, 5)
2	9/1/16	<i>Patterns</i> 2, 3; Quiz (B-19); Multi-modal Chalk Talk (CLO 1, 4, 9) (GELO 1, 3, 5)
3	9/6/16	<i>Patterns</i> 4, Gessen Chap. 1; Multi-modal Chalk Talk (CLO 1, 4, 9) (GELO 1,3,5)
3	9/8/16	<i>Bedford</i> 20; <b>Journal due</b> (CLO 1, 2, 3, 4, 6, 7, 8, 9) (GELO 1, 2, 3, 4, 5)
4	9/13/16	<i>Patterns</i> 6; Gessen Chap. 2 (SLO 1, 4, 9) (GELO 3)
4	9/15/16	Quiz (B-20); <i>Bedford</i> 21; <i>Patterns</i> 7 (CLO 1, 4, 9) (GELO 1, 3, 4, 5)
5	9/20/16	Quiz (B-21); <i>Bedford</i> 27 a,b; <i>Patterns</i> 8 (CLO 1,4, 9) (GELO 1, 3, 4,5)
5	9/22/16	Gessen Chap. 3; <b>Journal due</b> (CLO 1,2,3,4,6,7,8,9) (GELO 1, 2, 3, 4, 5)
6	9/27/16	Quiz (B-27a,b); <i>Bedford</i> 27d-g; <i>Patterns</i> 9 (CLO 1,2,3,4,9) (GELO 1, 2, 3, 4, 5)
6	9/29/16	Gessen Chap. 4; Quiz (B-27d-g); <i>Patterns</i> 10 (CLO 1,4,9) (GELO 1, 3, 4, 5)
7	10/4/16	Outlines due; <i>Bedford</i> 26; <i>Patterns</i> p. 267, p. 278, p. 123, p. 358 (CLO 1, 4, 9) (GELO 1, 3, 4, 5)
7	10/6/16	<b>Journal due</b> ; Quiz (B 26); (CLO 1,2,3,4,6,7,8,9) (GELO 1,2,3,4,5)
8	10/11/16	Gessen Chap. 5; <i>Bedford</i> 32 a-e; <i>Patterns</i> 11; (CLO 1,2,3, 7, 9)(GELO 1,3, 4, 5)
8	10/13/16	<b>Preliminary draft due</b> ; Quiz (B-32a-e); <i>Patterns</i> pp. 309, 314, 320 (CLO 1, 4, 9) (GELO 1, 3, 5)
9	10/18/16	<i>Bedford</i> 32 (f-i); Gessen Chap. 6; <i>Patterns</i> 12 (SLO 1, 4) (GELO 1, 3)
9	10/20/16	<i>Patterns</i> 13; <b>Analytical essay on sustainability due</b> (CLO 1, 2, 3, 4, 5, 6, 7, 8, 9) (GELO 1, 2, 3,4,5)
10	10/25/16	Quiz (B-32 f-i); Gessen Chap. 7; Outline due (CLO 1,2,3,7,9) (GELO 1, 2, 3, 4, 5)
10	10/27/16	<b>Journal due</b> ; Gessen Chap. 8 (CLO 1, 2, 3, 4, 6, 7, 8, 9) (GELO 1, 2, 3, 4, 5)
11	11/1/16	<i>Patterns</i> pp. 428, 434 (CLO 1, 4, 9) (GELO 1, 3, 5)
11	11/3/16	<i>Patterns</i> 14; <i>Bedford</i> 36; <b>Preliminary draft due</b> (CLO 1, 2, 3, 4, 5, 6, 7, 8, 9) (GELO 1, 2,3, 4, 5)
12	11/8/16	Quiz (B-36); Gessen Chap. 9; <i>Patterns</i> pp. 429, 434 (CLO 1,2,3) (GELO 1,2,3,5)

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/10/16	<b>Reflective essay on creativity due;</b> Bed. 36; (CLO 1, 2, 3, 4, 5, 6, 7, 8, 9) (GELO 1, 2, 3, 4, 5)
13	11/15/16	Gessen Chap. 10; <i>Patterns</i> 449-459; Outline due (CLO 1, 2, 3, 4, 6, 7, 8, 9) (GELO 1, 2, 3, 5)
13	11/17/16	Quiz (B-36); <b>Journal due</b> (CLO 1, 2, 3, 4, 6, 7, 8, 9) (GELO 1, 2, 3, 4, 5)
14	11/22/16	<i>Bedford</i> 45; <i>Patterns</i> 462-481; <b>Preliminary draft due</b> (CLO 1, 2, 3, 4, 5, 6, 7, 8, 9) (GELO 1, 2, 3, 4, 5)
14	11/24/16	THANKSGIVING HOLIDAY
15	11/29/16	Quiz (B-45); Gessen 11 (CLO 1, 2, 3, 4) (GELO 1, 2, 3, 4, 5)
15	12/1/16	<b>Argumentative essay on global citizenship due</b> Final Exam Prep; Gessen 12 & Epilogue (CLO 1,2,3,4,5,6,7,8, 9) (GELO 1,2,3,4,5)
16	12/6/16	<b>Practice Final Exam</b> (CLO 1, 2, 3, 4, 5, 6, 7, 8, 9) (GELO 1, 2, 3, 4,5)
16	12/8/16	Holistic Scoring; Final Exam Prep (CLO 2) (GELO 1, 3)
Final Exam	Section 2 Section 4	Wednesday, December 14 from 7:15—9:30 a.m.(CLO 1,2,3,4,5,6,7,8,9) Friday, December 16 from 7:15—9:30 a.m. (GELO 1,2,3,4,5)