

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 05, Fall 2016**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays & Wednesdays 12:00 PM to 12:30 PM
<b>Class Days/Time:</b>	Mondays & Wednesdays 10:30 AM to 11:45 AM
<b>Classroom:</b>	Baccardo Business Center (BBC) 121
<b>Prerequisites:</b>	English Placement Test
<b>GE/SJSU Studies Category:</b>	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**

In this class, we will explore the themes of sustainability, creativity, and global citizenship through the lens of cultural diversity in America. The class will be divided into three units: Family Relationships, Language & Communication, and Prejudice & Stereotypes. We will use articles about issues that continue to surface in current events. We must ask ourselves how can our individual culture affect our understanding of what culture is? How can we use our personal privileges to understand and empathize with others? In this course, you will examine these questions and express your findings clearly and coherently.

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

- 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 an 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 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

- 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. 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: The reading in this class is comprised of readings from *Writing Today* and articles about current issue. You are expected to apply what you learn from WT to the assigned articles, whether it be ways to read critically or using what you read in your own writing.

## Required Texts

### Textbook

*Writing Today* (3<sup>rd</sup> Ed) – Johnson-Sheehan, Paine  
ISBN: 978-0321984654

*The Everyday Writer*, Andrea Lunsford—Available on Canvas

### Other Readings

All the articles we will look at can be found 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>.

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In-Class Diagnostic Essay	500		
In-Class – Argumentative	600	2-5	1, 4, 6 – 9
In-Class – Reflective	600	2-5	1, 4, 6 – 9
Commentary	1000 x2	1-5	1-8
Profile	1000 x2	1-5	1-8
Multimodal – Written Portion	1200 x2	1-5	1-8
Reading Responses	250 x8	1-5	1-8
<b>Total</b>	<b>10,100</b>		

## Grading Policy

Assignment	Percentage	Points
In-Class Diagnostic Essay	0%	0
In-Class – Argumentative	5%	50
In-Class – Reflective	5%	50
Commentary	20%	200
Profile	20%	200
Multimodal – Written Portion	15%	150
Multimodal Presentation	15%	150
Participation (In-class work, outlining)	10%	100
Reading Responses	10%	100
<b>Total</b>	<b>100%</b>	<b>1000</b>

**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.

**You must receive a C- or higher in order to pass this course.**

**Late Policy:** For the major assignments, unexcused late work will be automatically knocked down two full letter grades. (i.e. A C+ is the highest you can get.) I will not accept late work if it’s more than two days after the due date. Requests for extensions will be treated case-by-case. Inform me at least 48 hours in advance.

Smaller take-home assignments (reading responses, outlines, etc) will not be accepted at all if late. In-class work will also not be accepted late. Those points will be docked from your participation.

**Assignment Format:** All outside assignments should be typed and in 12-point font, one-inch margins, in Times New Roman font, and MLA format. In-class assignments should be in blue or black ink. No pencil!

## **Classroom Protocol**

**Participation:** If you are not in class, you cannot participate. Participation includes coming to class prepared, asking thoughtful questions, listening to your classmates and instructor, and contributing to the class discussion. Points will be given based how well you do these things. Participation does **not** include sleeping, studying for another class, or asking for repeated instructions.

**Attendance:** If you miss a class, it is your responsibility to contact a classmate. Do not contact me asking what you missed. All the readings and assignments are on the syllabus as well as Canvas. This is a college course. If you miss a class, you are missing valuable information. Arrive on time and stay until the end of class. Arriving late or leaving early will result in a loss of participation points.

**Electronics:** Laptops are required for all class sessions during which there is no in-class essay. Obviously, you shouldn’t be on Facebook, Tumblr, Instagram, etc. Phones should not be used at all. If I see you looking down at your lap, I will assume you are texting. Participation points will be deducted.

**Food:** Drinks are permitted. “Quiet” snacks that do not interfere or disrupt class are also permitted. Do not bring whole meals or anything with a crunch or a smell. Clean up if you spill something.

**Consideration:** As we will be discussing many topics of sensitivity, remember to be considerate. The classroom is a safe place for everyone to express and explore ideas. Be respectful, even if you do not agree with someone’s opinion. Do not antagonize.

## University Policies

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

[www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## 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/](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](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 10<sup>th</sup> 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 7<sup>th</sup> 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>.

## English 1A Fall 2016

**This schedule is subject to change with fair notice. Students will be notified of any changes ahead of time in class or via email.**

WT = *Writing Today*

Canvas = available on course Canvas page under “Files”

Week	Date	Topics, Readings, Assignments, Deadlines
1	W – 8/24	Course intro, syllabus review, assignment schedule <b>Assignment (due next class):</b> Read Chapters 1 & 2 in <i>Writing Today</i>
2	M – 8/29	<u>Begin Unit 1: Family Relationships</u> Handout: Commentary Paper Guidelines <b>Assignment:</b> Read Lahiri’s “Rice” on Canvas & Chapter 3 in <i>Writing Today</i> Bring Blue or Green book for in-class Diagnostic Essay
2	W – 8/31	In-class Diagnostic Essay <b>Assignment:</b> Read Chapter 4 (WT) & Cisneros’s “Only Daughter” (Canvas) <u>Reading Response:</u> “Only Daughter” due on Canvas by <b>9/7</b>
3	M – 9/5	<b>LABOR DAY HOLIDAY: NO CLASSES</b>
3	W – 9/7	Reverse Outline: “Why Chinese Mothers are Superior” by Amy Chua (Canvas) <b>Assignment:</b> Read Chapters 5 & 10 (WT) Submit Commentary Paper Outline by <b>9/14</b> on Canvas
4	M – 9/12	What is a Memoir? <b>Assignment:</b> Read Chapter 7 (WT) Submit Commentary Paper Outline by <b>9/14</b> on Canvas
4	W – 9/14	15 minute Free Write in class <b>Assignment:</b> Read Chapter 8 (WT) & Kincaid’s “Girl” (Canvas) <u>Reading Response:</u> “Girl” due on Canvas by <b>9/19</b> Work on Commentary Paper Draft due <b>9/21 on Canvas</b>
5	M – 9/19	Group Work: Literary Analysis (pp. 128-133) <b>Assignment:</b> Read Chapter 9 (WT) Work on Commentary Paper Draft due next class ( <b>9/21 on Canvas</b> )
5	W – 9/21	Free-Write: “Courage of Turtles” (pp. 151-155) Peer Review of Commentary Paper Draft * <b>Assignment:</b> Read Chapter 11 (WT) Work on Final Draft of Commentary Paper due <b>9/28 (Hardcopy)</b>
6	M – 9/26	<u>Begin Second Unit: Language &amp; Communication</u> Group Work: Argumentation in Writing Handout: Profile Essay Guidelines <b>Assignment:</b> Read Amy Tan’s “Mother Tongue” (Canvas) <u>Reading Response:</u> “Mother Tongue” due on Canvas by <b>9/28</b> Final Draft of Commentary Paper due next class <b>9/28 (Hardcopy)</b>
6	W – 9/28	Free-Write: “Mrs. Cassadore and Apache Students” <b>Assignment:</b> Read Chapter 6 (WT)

Week	Date	Topics, Readings, Assignments, Deadlines
		Find and bring in a profile regarding ethnicity in America (can be of a culture or a group of people)
7	M – 10/3	“Hidden Culture” Annotation Work on Annotation and Presentation in groups <b>Assignment:</b> Read Chapters 20 & 21 (WT)
7	W – 10/5	15 minute Free Write in class Annotation Presentations <b>Assignment:</b> Read Chapters 22 & 23 (WT) & Smith’s “Wife Beater” (Canvas) <u>Reading Response:</u> “The Wife Beater” due on Canvas by <b>10/10</b>
8	M – 10/10	Collaboration & Peer Response Group Work: “The Rising Cost of Not Going to College” (pp. 269) <b>Assignment:</b> <u>Reverse Outline:</u> “The Rising Cost of Not Going to College” due on Canvas by <b>10/12</b> Read Chapter 13 (WT)
8	W – 10/12	15 minute Free Write in class: “How Many Zombies Do You Know” (pp. 266) Video: TED Talk <b>Assignment:</b> Read Roush’s “Dave Eggers’s <i>The Circle</i> Fails as Satire, Succeeds as Prophecy” (Canvas)
9	M – 10/17	In-class Reading Response to Roush’s reading <b>Assignment:</b> Read “Friends With Benefits: Do Facebook Friends Provide the Same Support as Those in Real Life” (WT – pp. 202) <u>Reading Response:</u> “Friends With Benefits” – Pick a side & respond. Profile Outline (Bring in 2 hard copies!) due <b>10/19</b>
9	W – 10/19	15-min Free Write: Argumentation Peer Review Outlines <b>Assignment:</b> Read Ericsson’s “The Ways We Lie” & Tannen’s “Sex, Lies, and Conversation” (Both on Canvas) <u>Reading Response:</u> Choose one reading for your response. Due <b>10/24</b> Bring in blue or green book
10	M – 10/24	In-Class Essay – Argumentative <b>Assignment:</b> Profile Draft due <b>10/31 on Canvas</b>
10	W – 10/26	15 minute Free Write in class Peer Review of Profile Draft <b>Assignment:</b> Final Profile Paper due <b>11/2 (Hardcopy due in class)</b>
11	M – 10/31	<u>Begin Third Unit: Global Prejudice &amp; Stereotypes</u> Multimodal Handout – form groups “Two Ways to Belong in America” – Bharati Mukherjee <b>Assignment:</b> Read Chapter 14 (WT) Final Profile Paper due <b>11/2 (Hardcopy due in class)</b>
11	W – 11/2	Meeting in the Library Room: TBA <b>Assignment:</b> None

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	M – 11/7	Discuss Multimodal Project Group Work (WT) – page 676 <b>Assignment:</b> Read Chapters 26 & 27 (WT)
12	W – 11/9	15 minute Free Write in class Group Work (WT) – page 667 <b>Assignment:</b> Read Fish’s “Getting Coffee is Hard to Do” (Canvas) <u>Reading Response:</u> “Getting Coffee is Hard” due on Canvas by <b>11/14</b>
13	M– 11/14	15 minute Free Write in class In-Class Work Day/Discuss Progress – Outline (page 209) <b>Assignment:</b> Work on Project Multimodal Written Portion Draft due <b>11/21 on Canvas</b>
13	W – 11/16	15 minute Free Write in class Group Work: ”With 7 Billion on Earth” (WT page 689) <b>Assignment:</b> Multimodal Written Portion Draft due <b>11/21 on Canvas</b>
14	M – 11/21	Peer Review of Multimodal Written Portion Drafts <b>Assignment:</b> Read Berne’s “Ground Zero” (Canvas) <u>Reading Response:</u> “Ground Zero” due on Canvas by <b>11/28</b>
14	W – 11/23	<b>THANKSGIVING HOLIDAY: NO CLASSES</b>
15	M – 11/28	15 minute Free Write in Class <b>Assignment:</b> Multimodal Written Portion Final Draft <b>due Final Day – hardcopy</b> Bring in blue or green book
15	W – 11/30	In-Class Essay – Reflective (500 words) <b>Assignment:</b> Multimodal Written Portion Final Draft <b>due Final Day - hardcopy</b>
16	M – 12/5	Presentations
16	W – 12/7	Presentations
17	M – 12/12	Writing Workshop for Final Paper
<b>Final Exam</b>	<b>W – 12/14</b>	<b>9:45am – 12:00pm</b> <b>Venue TBA</b>