

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Class #44869, Fall 2016

Course and Contact Information

Instructor:	Megan Alfaro
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Office Hours:	Tuesdays and Thursdays from 12:00-1:00
Class Days/Time:	Tuesdays and Thursdays, 1:30-2:45pm
Classroom:	Sweeney Hall 411
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. This particular section will focus on topics relating to current events by examining academic texts, political speeches, informal digital interactions, visual art, short films, and various essays. Be prepared to (tactfully and respectfully) discuss race relations, gender, politics, sexuality, and visions of the future.

ENGL 1A Learning Outcomes (CLO)

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, ethnicities, cultural heritages, and 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.

Three essays will be written in class, because in-class writing is valued and students should be able to perform well in timed writing situations. In addition to the three in-class essays, there will be four formal essays. These essays will be written outside of class and go through the revision process before being finalized. All formal, out-of-class essays must be turned in via Canvas and in hardcopy on the day they are due.

There is also an online discussion element to this course. Students are required to make one formal discussion post via Canvas during the semester, and must comment on other students' discussion posts at least four times during the semester. A sign up sheet will be provided on the first day of class for students to choose which topic they would like to post about (posting dates are pre-determined).

The format for all essays is as follows:

1. Out-of-class essays and in-class essays that are typed must be typed in a 12 point, serif font such as Times New Roman.
2. Handwritten essays must be written in blue or black ink, and the writing must be legible.
3. All essays must be double-spaced.
4. All essays must be written in the MLA format.

Reading: Articles, essays, online discussion posts, and excerpts from longer works will be given as reading assignments during the semester. These assignments will serve as the foundation for class discussion and aid in the development of writing topics.

Final Experience: The final project will consist of a paper of 1,200 words, accompanied by a five minute presentation utilizing an audio/visual component approved by the instructor prior to presenting.

Required Texts: The textbook for the course is *The Norton Field Guide to Writing with Readings and Handbook, 3rd Edition* (ISBN 978-0-393-91959-2). Additional assigned reading is provided by the instructor via Canvas, or will otherwise be available online.

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

CLO

Narrative Essay	1250	1-3, 5
In-Class Essay: Expository	750	1-5
Persuasive/Argumentative Essay	1250	1-5
In-Class Essay: Visual Rhetoric	750	1-5
Proposal for Multi-Modal Project	750	1-5
Multi-Modal Essay	1250	1-5
In-Class Essay: Reflection Paper	500	1-5
Online Discussion Posts	250-500	1-5
In-Class Exercises	500	1-5
Peer Review Revision Exercises	250	1-5

Grading Policy

Requirements for particular assignments will vary, but in all cases, essay grades will reflect the paper's effectiveness. All assignments are graded on an A-F, +/- scale.

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.

Extra Credit:

Extra credit may be offered at various points throughout the semester at the instructor's discretion, but no student should rely on extra credit or assume it will be offered.

Late Work:

Late work will be accepted up to three days after the due date, with one letter grade being deducted per day. This means that work turned in the day after the due date will only be eligible to receive a B+ or lower, work turned in two days after the due date will only be eligible to receive a C+ or lower, and so on. No work will be

accepted more than three days after the due date. Please keep this in mind when budgeting time to work on your assignments.

Extenuating Circumstances:

Life happens. If you are unable to turn in your work by the due date AND YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS PRIOR TO THE DUE DATE, it is possible that the penalty for turning in late assignments will be waived or modified. Please note that this is in no way a guarantee, and you should not assume the instructor will be lenient. Misuse of this policy by any one student will result in having this option removed for all students.

How Scores Are Weighted:

Assignments:	Percentage of Total Score	Point Value
Discussion Posts and Comments	7.5%	55 points for discussion post, 5 points per comment
In-Class Essays	22.5%	75 points each
Formal Essays including Peer Reviews (Excluding the Multi-Modal Essay)	30%	100 points each
Multi-Modal Essay and Ancillary Components	40%	400
Total	100%	1000

Please Note:

According to University standards, students MUST receive a C- or higher in order to pass this course. If a student scores lower than a C-, they MUST repeat this course.

Classroom Protocol

Participation, Tardiness and Attendance:

All students are expected to engage in classroom discussion and peer review. To fully participate in class, all students must arrive on time and be ready to get started. If a student has missed more than 3 days of class, it could have an impact on their grade for the course, as they will be missing in-class assignments that cannot be made up. If a student is going to miss class or arrive more than a few minutes late, a courtesy email to the instructor would be appreciated.

Classroom Behavior:

This course will cover topics that are contentious and potentially upsetting to some students. It is important to remain respectful of all classmates and the instructor during class discussion and in all assignments. If you have a question at any time about what is appropriate, please contact the instructor for guidance. Disrespectful comments, including comments about race, ethnicity, gender, biological sex, disability, national origin, religion, or sexual orientation will not be tolerated. (Please keep in mind this is not an exhaustive list.) Discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful or combative are not allowed.

Academic Integrity:

Cheating and plagiarism are not allowed under any circumstance. This policy is outlined in more detail on the university website.

Devices:

Use of any and all devices (including cell phones, smart phones, laptops, tablets, magic future watches, or sonic screwdrivers), is only allowed on specific class dates and/or during specific class times. All devices must be set to silent by the start of class. If your device makes noise during class, everyone else will stop what they are doing and stare at you until you silence it. It will be awkward. You have been warned.

COURSE SCHEDULE

Class Date	Activities and Deadlines
August 25	Student Introductions Introduction to English 1A What we talk about when we talk about rhetoric
August 30	<i>Before Class Today: Read Norton pp. 259-286; 387-395</i> The Writing Process: Prewriting; Drafting; Revising; Editing; Publishing Essay 1 Assigned: Personal Narrative
September 1	<i>Before Class Today: Read Norton pp. 3-15; Gay's "When Twitter Does What Journalism Does Not;" and Stephenson's "Turn On, Tune In, Veg Out"</i> Audience and Context Modes of Discourse: Exposition; Description; Narrative; Argumentation
September 6	<i>Before Class Today: Read Norton pp. 52-86; Watch Michelle Obama's 2016 DNC speech; Watch Paul Ryan's 2016 RNC speech</i> How do you appeal to an audience? Traditional Appeals: Ethos, Pathos, Logos Modern appeals: Time, Place, the Body, Gender, Race
September 8	<i>Before Class Today: Read Norton pp. 318-355</i> Peer Review DUE TODAY: Rough Draft of Personal Narrative Essay (Upload to Canvas prior to start of class & bring 2 hard copies to class)
September 13	<i>Before Class Today: Read Norton pp. 150-154, 396-413</i> Introduction to Academic Writing How do you research a topic? What is an abstract?
September 15	<i>Before Class Today: Read Norton pp. 19-24; and Smith's Photographing the "American Negro;" and the Arguments Handout</i> Crafting an argument What is Smith's argument? What evidence does she provide?
September 20	<i>Before Class Today: Read Norton pp. 119-149, 312-317</i> Arguing a Position Choosing a Topic Thesis Drafting DUE TODAY: Final Draft of Personal Narrative Essay (Upload to Canvas prior to start of class.)
September 22	<i>Read Playing in the Dark: Whiteness and the Literary Imagination by Toni Morrison for blog post due tonight</i> IN-CLASS ESSAY TODAY: Expository Essay

September 27	<i>Before Class Today: Read Norton pp. 251-254; 299-311; 356-386</i> Topic approval and workshop of thesis and introduction Essay 2 Assigned: Persuasive/Argumentative Essay
September 29	<i>Before Class Today: Read Norton pp. 432-456; Kairos and Transition Handouts</i> Evidence and oppositional argument workshop today Work on body of essay
October 4	<i>Before Class Today: Read Introduction and Conclusion Handout; Norton pp. 457-483</i> Continue working on body of essay Begin working on conclusion
October 6	Peer Review DUE TODAY: Rough Draft of Essay 2 (Upload to Canvas prior to start of class & bring 2 hard copies to class)
October 11	<i>Before Class Today: Read Norton pp. 164-172; Watch the short film “Wanderers”</i> (http://www.erikwernquist.com/wanderers/film.html) Evaluating short film
October 13	<i>Before Class Today: Watch the short film “Sight” (Trigger Warning: Coercion and manipulation in dating situations)</i> Cont. Evaluating short film
October 18	<i>Before Class Today: Read Film Reviews of Born into Brothels and Tomorrowland</i> Comparing similar films DUE TODAY: Final Draft of Essay 2 (Upload to Canvas prior to start of class.)
October 20	In-Class Essay Today
October 25	<i>Before Class Today: Read Norton pp. 205-213; 876-885</i> What is a proposal paper? Topic selection and approval Essay 3 Assigned: Proposal for your Multi-Modal Assignment Final Project Assigned
October 27	<i>Before Class Today: Read Norton pp. 235-248</i> Topic selection cont. Multi-genre papers Paper organization
November 1	<i>Before Class Today: Read Norton pp. 16-18; 577-580; 591-599</i> Visual representation of ideas
November 3	Peer Review DUE TODAY: Rough Draft of Essay 3 (Upload to Canvas prior to start of class & bring 2 hard copies to class)
November 8	<i>Before Class Today: Read Norton pp. 609-620</i> Converting your essay to an oral presentation (or video, etc)
November 10	<i>Before Class Today: Read Norton pp. 222-234</i> Begin working on résumé
November 15	<i>Before Class Today: Read Norton pp. 214-221</i> What is a reflection and what is it good for? DUE TODAY: Final Draft of Essay 3 (Upload to Canvas prior to start of class.)
November 17	In-Class Essay: Reflection Paper
November 22	Research Day and Student Conferences
November 24	THANKSGIVING – NO CLASS TODAY

November 29	Peer Review DUE TODAY: Rough Draft of Multi-Modal Essay, Resume and Presentation Materials****
December 1	Work on final project during class
December 6	Presentations
December 8	Presentations
Final Exam Friday, December 16 12:15 p.m.	Presentation rollover and Reflecting on the semester