

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing, Section 47, Fall 2016

“Abandon all hope, ye who” do not read the syllabus

(Dante Alighieri *The Divine Comedy* Canto 3. 9).

Instructor:	Boris Slager
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Office Hours:	Tuesday and Thursday 12-1 p.m. or by appointment.
Class Days/Time:	Tuesday and Thursday 1:30-2:45 p.m.
Classroom:	Sweeney Hall 238
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication

Faculty Web Page and MYSJSU Messaging

The course materials such as the syllabus, assignments instructions and due dates, and handouts can be found on Canvas. If you have any other questions, please email me.

GE Area A2 Course Description

English 1A is an introductory writing course that will help students understand the writing process. The course will also help students understand the different genres of writing. Furthermore, students will develop clear thinking and effective writing skills that will allow them to argue coherent and complex ideas.

Required Texts/Readings

The Norton Field Guide to Writing, W/Readings, 4th edition: Bullock ISBN: 9780393264371

A Course Reader that can be purchased at Maple Press, 330 S 10th Street (408-297-1001). Please bring cash because they do not accept cards.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of this course students will be able to

- 1. communicate meaning clearly and effectively.
- 2. write clearly and concisely.
- 3. write a strong thesis and strong paragraphs.
- 4. identify a particular audience and write to that audience.

- 5. explain, analyze, develop, and criticize ideas effectively.
- 6. use appropriate diction and tone.
- 7. construct sentences with accuracy, variety, and clarity
- 8. control conventions of written English. (e.g. punctuation, spelling, agreement).

GE Learning Outcomes (GELO)

In addition to the learning objectives stated above, English 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

- 1. demonstrate the ability to read and write rhetorically.
- 2. demonstrate the ability to perform the essential steps in the writing process (invention, writing, and editing).
- 3. demonstrate the ability to read actively.
- 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 an understanding of how to use secondary sources and how to cite those sources.
- 6. demonstrate college-level language use, clarity, and grammatical proficiency in writing

Library Liaison

Toby Matoush. Toby.Matoush@sjsu.edu. She is located on the fourth floor of MLK Library.

English 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 (invention, writing, and editing). This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in time writing situations, at least two essays shall be written in class. In addition, English 1A requires multiple out-of-class essays. **Last, all paper assignments will be in 12 point Times New Roman font, double spaced, and in MLA format.**

Reading: Reading assignments shall give students repeated practice in reading our required textbook along with other readings in our course reader.

Final Experience: Our culminating experience for 1A will consist of a project based on the Stasis Theory and a 3-4 page paper that reflects on that project.

Course Requirements and Assignments

- **Narrative Essay (1,200 Words)**: This essay will challenge students to explain their best vacation. The essay will be in narrative form; however, since theses are the key to writing, the paper will include a thesis. On the other hand, students will not argue why their vacations were better or worse than others; students will argue why that trip has merit and what about that trip appeals to them. This exercise will allow students to understand how to communicate something meaningful to them and why it should be meaningful to others.

- **Persuasive Essay (1,500 Words):** This essay will ask students to argue about gendered language. Students can argue any stance they wish. The essay will have four to five sources; however, students must include two peer reviewed sources. One source must agree with their position and the other source must disagree with their position. The other sources can be internet based.
- **Stasis Theory Project:** This assignment will ask students to come to class and argue a topic. Students must come to class dressed in a professional manner. There will be a student judge, student lawyers, and a student jury.
- **Stasis Theory Essay (1,200-1,500 words):** This essay will have the students reflect on the project. The essay will ask the students what they liked and did not like with the project. Moreover, they will also explain what they learned from the project. Last, students will give a paragraph on how the project could be improved.

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>.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
In Class Diagnostic Essay	500-600	1,2, 3, 5	1-8
Descriptive Narrative Essay	1,200	1-6	1-8
Persuasive Essay	1,500	1-6	1-8
In class midterm essay	500-750	1,2, 3, 5	1-8
Stasis Theory project	n/a	2-4	1, 4, 5, 6
Stasis Theory essay	1200-1500	1-6	1-8
Participation	n/a	n/a	n/a

Grading Policy

All work must be submitted on time and in class. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make the deadline, contact me BEFORE THE DEADLINE. You must turn in all assignments to pass the class. **Note:** Students must receive a **C-** or higher to pass the course.

Course grades will be calculated using the following scale:

94%-100% = A	84% - 86% = B	74% - 76% = C	64% - 66% = D
90% - 93% = A-	80% - 83% = B-	70% - 73% = C-	60% - 63% = D-
87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	Below 60% is an F

Assignments	Word Count	Points	% of course grade
In Class Diagnostic Essay	500-600	0	0%
Descriptive Narrative Essay (Draft +Revision +Final)	1,200	150	15%
Persuasive Essay (Draft + Revision + Final)	1,500	250	25%
Midterm Essay	500-750	150	15%
Stasis Theory project	N/A	150	15%
Stasis Theory essay	1,200-1,500	200	20%
Participation	N/A	100	10%

Requirements for particular assignments will vary. The grade will reflect your effectiveness on each assignment, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments are graded on the A-F scale I have provided.

Submission Note

All essay assignments are due at the start of class. Moreover, all essays will be turned in on paper. The following are the criteria by which essay 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 the 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 weakness 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.

Note: There will be a mandatory extra credit assignment. It will be a two page reflection on your experience in the class. The assignment will count for 20 points. The points will be added to the student’s overall grade in the class.

Classroom Protocol

For a class like this one, much of the learning happens in class. Thus, it is imperative that you attend class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you have completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments. Also, do not be late to class because it interrupts the students and the professor.

Technology

There will be no cell phone usage in this class. Please silence your phone and put in your backpack upon start of class. Furthermore, laptops will not be allowed in class. If you need your laptop, please speak with me privately. There will be days you will need your laptop, so I will inform students when they will need their laptop. I will inform students the class period before as well as an email reminding you to bring your laptop to the next class.

University Policies: Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

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>.

English 1A/ Composition, Fall 2016, Course Schedule

KEY:

- All pages taken from The Norton Field Guide to Writing, 4th edition.
- All readings not in the Norton text are in the course reader.
- All reading assignments are to be completed before class; we cannot discuss what has not been read.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25/16	Introduction to class
2	8/30/16	In class Diagnostic Essay. Please bring exam booklets
2	9/1/16	Read pages 1-22 (Stop at Reading Visual Texts) Discuss what we read and how it applies to writing and this class. Also, do first half of grammar work sheet.
3	9/6/16	Introduction to writing a thesis. Read pages 22-45. Also, read "Scenes from a Life in Negroland" by Margo Jefferson. Discuss material in class. Finish grammar work sheet.
3	9/8/16	Continue Thesis writing and work in groups to develop a working thesis for the narrative essay. Discuss weak/strong verbs and passive/active voice. Also, explain how to peer review essays. Assign Essay 1. Descriptive Narrative Essay.

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/13/16	Come to class with a working thesis for narrative essay. Work on how to improve your working thesis. Read pages 55-68 and 331-355. Heuristics exercises.
4	9/15/16	Come to class with approved working thesis and three paragraphs to support your thesis. Work on formatting essay. Read pages 298-318, 419-428, and "Vision" by Tiffany Briere. Discuss material in class.
5	9/20/16	First draft of essay due. Peer editing of Narrative essay. Bring laptops. MANDATORY.
5	9/22/16	Read "Once more to the Lake" by E. B. White and go over examples of bad writing and how to improve it. Pass out signup sheet for meetings on 9/27.
6	9/27/16	MANDATORY. Meet in my office FOB 117. Bring edited draft of narrative essay. Each meeting will last 15 minutes and we will work on where to go with the essay.
6	9/29/16	In class workshop day. Please bring essays to class and we will work on them in groups.
7	10/4/16	Narrative essay due. Read "The day language came into my life" by Helen Keller. Free writing exercise about how language empowers students.
7	10/6/16	Midterm Review.
8	10/11/16	Midterm. Please bring exam booklets.
8	10/13/16	Introduce second half of class. Explain an argumentative thesis. Read "Reading to Write" by Stephen King. Discuss reading in class.
9	10/18/16	Read pages 433-440 (Stop at Drafting a Tentative Thesis). Also, read pages 445-458 (stop after Books/ Searching section). Bring laptops. Practice research/citation
9	10/20/16	Read "He and She: What's the Real Difference?" by Clive Thompson and "One Small Step for Genkind" by Casey Miller and Kate Swift. Discuss readings
10	10/25/16	Incorporating quotes. Assign Persuasive Essay.
10	10/27/16	Explain how to build an argument. Read "The Name Is Mine" by Anna Quindlen and "Too Many Women Are Misconstruing Feminism's Nature" by Susan Jacoby
11	11/1/16	Work on argumentative thesis. Read "You're Wearing That?: Understanding Mothers and Daughters in Conversation" by Deborah Tannen. Discuss reading in class.
11	11/3/16	First Draft of Essay due. Peer Review day. Bring Laptops. MANDATORY.
12	11/8/16	Watch the news from two different perspectives to see how each one genders language. Discuss the difference you observed. Furthermore, bring examples of gendered language to class and discuss how it affects you. Last, examine how this exercise adds to your argumentative essay. Handout signup sheet for meetings on 11/10.
12	11/10/16	MANDATORY. Meet in my office FOB 117. Bring edited draft of narrative essay. Each meeting will last 15 minutes and we will work on the essay.

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/15/16	In class Workshop Day. Please bring essays to class and we will work on them in groups.
13	11/17/16	Final Draft of Persuasive Essay Due. Introduction to Stasis Theory and Practice. Assign roles via email. Assign Stasis Theory paper.
14	11/22/16	Explain how to write a reflective paper. Work on Stasis Theory Research and argument tactics. Bring Laptops. Assign two page reflection paper.
14	11/24/16	Thanksgiving no class
15	11/29/16	Discuss any issues with Stasis Theory Project. Finalize roles and responsibilities for Stasis Theory Project.
15	12/1/16	Two page reflection paper due. Peer review and turn in the paper at the end of class.
16	12/6/16	Part 1 of Stasis Theory Project
16	12/8/16	Part 2 of Stasis Theory Project
Final Exam	12/16 Friday 12:15-2:30	Stasis Theory Essay due during exam time. Final is held in Sweeney Hall 238.