

San José State University
Department of English and Comparative Literature
English 1A-3, Written Composition I (GE A2), Spring 2016

Course and Contact Information

Instructor:	Professor Richard McNabb
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Office Hours:	Tuesday / Thursday 9:30-10:30 am, and by appointment
Class Days/Time:	Tuesday / Thursday 7:30-8:45am
Classroom:	Clark Hall (CL) #238
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	Written Communication A2

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 regularly checking with the messaging system through MySJSU to learn of any updates.

GE A2 Course Description

ENGL 1A cultivates 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 Learning Outcomes (GELO)

Upon successful completion of this 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.

GE A2 Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class and social equality) 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. 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 success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL 1A is also a reading course. You will read a variety of rhetorical and professional works on the art and craft of persuasive language. Readings will also include useful models of writing for academic, general, and specific audiences.

Technology: You will be using several forms of technology to create an interactive learning environment: Learning Catalytics as a way to assess your understanding of course content; Writer's Help 2.0 as an online learning platform that focuses on all aspects of the writing process: drafting, revising, and editing; and Canvas discussion boards and blogs to promote critical thinking and reflection on issues discussed in class and course readings. **You must have access to a laptop, tablet, or smartphone** to participate in class discussions and quizzes.

Required Texts/Readings

- Course readings are available on Canvas, online, or through the King Library databases
- Learning Catalytics—may be purchased online at www.learningcatalytics.com

Library Liaison

Toby Matoush is the library liaison for English and Comparative Literature and for Languages.

Phone: (408) 808-2096

Email: toby.matoush@sjsu.edu

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>.

Written Assignments

Reader responses, course blogs and discussion boards: You will post weekly writing assignments on Canvas designed to stimulate your thinking about “issues, questions, and problems raised in class discussions and course readings.” For the most part you will be rewarded “for the process of thinking rather than for the end product produced.” *Check your Canvas account daily for assignment postings and due dates.*

Short Writing Tasks: You will write a number of informal writing assignments designed to provide practice in the different rhetorical concepts discussed in class and in the course readings. These tasks will require you both to analyze and to create arguments using the strategies and frameworks developed by the different theorists.

Formal Writing Assignments: You will write four formal essays. Each essay will go through at least one revision before receiving a grade. Refer to the daily schedule for each assignment due date.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
responses, blogs, discussion boards	2000	1, 3	1, 4
short writing tasks	2000	2, 3, 5	1-4, 6-9
Essay #1 Literacy Narrative	800	2, 4, 5	1-4, 6, 8-9
Essay #2 Rhetorical Analysis	1200	1-5	1-9
Essay #3 Op-ed essay	1200	3-5	1-4, 6-9
Essay #4 Stylistic Analysis	1200	2, 4, 5	1-4, 6-9
Multimodal Presentations	10-15 mins	3-5	1-2, 4-5, 8

Multimodal Presentations: You will present in support of or in opposition to an issue discussed in class. Presentations must contain visual, written, and audio design elements.

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional 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.

Total point value for the course is 1000. At the end of the semester, your overall course grade will be calculated as follows:

<u>Individual Assignment Point Values</u>	<u>Percentage</u>	<u>Point Value</u>
Responses, blogs, discussion boards:	15%	150
Short Writing Tasks:	15%	150
Revised Essay #1	10%	100
Revised Essay #2	15%	150
Revised Essay #3	15%	150
Revised Essay #4	15%	150
Multimodal Presentations	15%	150
	Total Points:	1000

Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

This course must be passed with a C or better as a CSU graduation requirement.

Classroom Protocol

Attendance: University policy F69-24: “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 ensure maximum benefit for all members of the class.”

Leaving the Classroom: Once class has started, you are not permitted to leave without permission. Anyone leaving class will be asked not to return. It is disruptive to class discussions when students are walking in and out of class. During group work, you will have the opportunity to leave class briefly to use the bathroom facilities.

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html>. All course materials will be posted on Canvas: syllabus, readings, journal assignment sheets, handouts, etc. Class announcements will be made through Canvas as well. Be sure to check your account daily. Your completed weekly writing assignments will be submitted through Canvas. Unless otherwise stated, all major essays will be submitted through Canvas.

Lateness: Late essays (revisions and drafts) will not be accepted without penalty unless you have arranged with me **before the due date** to turn the paper in late (one full grade reduction per class). This includes illnesses. Drafts are required of each major essay assignment. I will not grade an essay unless I have first seen a draft. In addition, I do not accept late homework or informal writing assignments. If you miss a class, it is your responsibility to contact me or a classmate to find out the assignment. **Computer excuses are not acceptable in this class.** Except in extreme cases of illness or emergencies, there will be NO make-up quizzes or exams unless you have arranged other accommodations with me before the exam date.

Extra Credit: There are no opportunities for extra credit in the course.

University Policies

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/. 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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) 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), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “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.” 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/>. Sanctions are at the discretion of the instructor and may include the following: oral reprimand, failure on the evaluation instrument, reduction in course grade, failure in the course, referral for additional administrative sanctions.

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](#) at 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](#) (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](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Additional Information: Please read carefully the following information available at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes
- Accommodation to Students' Religious Holidays

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) 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 Writing Center (Optional)

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](#) 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.

ENGL 1A Weekly Schedule

(Subject to change with fair notice)

Key

Rd = Read SWT = Short Writing Task

All texts are available on Canvas, online, through MLK Library databases, or as a handout in class. Additional articles not listed on the syllabus may be assigned during class.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th Jan 28	Introduction to expository and persuasive writing
2	T Feb 2 / Th Feb 4 Feb 7	Functional Food Myths and Realities Rd: Singer, Dash, Alvarez Essay #1 Draft due
3	T Feb 9 Th Feb 11	Demonizing Sugar and Other Junk Food Rd: Sander, Bittman Rd: Daines, Leonhardt, Balasingam, <i>Washington Post</i> Ed. Board
4	T Feb 16 / Th Feb 18 Feb 16 Feb 21	Food Label Controversy Rd: Ferrell, Frellick Essay #1 Revision due Essay #2 Draft due
5	T Feb 23 Th Feb 25 Feb 23 Feb 25	Purpose of an Education Rd: Hart, Murray, Gutting, Botton, Blumenstyk, Bull, Sieben Multimodal arguments (arguing in visual and virtual spaces) Rd: Johnson-Sheehan (444-59, 473-481) SWT #1 due SWT #2 due
6	T Mar 1 Th Mar 3	Professional, Vocational, and the Liberal Arts Core Curriculum Rd: AAUP, Hoover, Wilson, Bass & Clark Multimodal Presentations (Skill / Knowledge Badges) Essay #2 Revision due
7	T Mar 8 / Th Mar 10 Mar 10	Trigger Warnings Rd: Rogers; <i>Middlebury Campus</i> editorial post Multimodal Presentations (Skill / Knowledge Badges) SWT #3 due

Week	Date	Topics, Readings, Assignments, Deadlines
8	T Mar 15 / Th Mar 17 Mar 17	Technology and the Learning Process Rd: Carr, Snyder, Yardi, Richtel, McIntire, Prof. Hacker, Turkle Essay #3 Draft due
9	T Mar 22 / Th Mar 24 Mar 25	Reviewing Arguments Rhetorically Rd: Tannen, “For Argument’s Sake”; TED Talks @ www.ted.com: Daniel Cohen’s “For Argument’s Sake” (2013) and Kathryn Schulz’s “On Being Wrong” (2011) Essay #3 Revision due
10	T Mar 29 Th Mar 31	Spring Break
11	T Apr 5 / Th Apr 7	In-class reflective essay In-class multimodal prep time
12	T Apr 12 / Th Apr 14	Multimodal Presentations (Lesson Plan)
13	T Apr 19 / Th Apr 21	Stylistic arguments (using grammar persuasively) Rd: Bain (1145-1148); Hill (1149-1151); Thomas, Barry
14	T Apr 26 / Th Apr 28 Feb 26	Language & Correctness Rd: Greene, Wiens, Shellenbarger, Griswold, Dailey, NPR, Greene SWT #4
15	T May 3 / Th May 5 May 5 May 8	Language & Writing SWT #5 Essay #4 Draft due
16	T May 10 / Th May 12 May 16	TED talks: Turkle, “Connected but Alone”; Gorbeck, “The Curly Fry Conundrum”; Allocca, “Why Videos Go Viral”; Broadbent, “How the Internet” Essay #4 due