

San José State University
Department of English & Comparative Literature
English 1A: First-Year Writing, Section 28,
Fall 2017

“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 3:00-4:00 p.m. and by appointment
Class Days/Time:	Tuesday and Thursday 4:30-5:45 p.m.
Classroom:	Clark Building 316
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

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 course reader.

Final Experience: Our culminating experience for 1A will consist of a project based on the Stasis Theory.

Course Requirements and Assignments

- **Narrative Essay (1,200-1,500 Words)**: This essay will challenge students to explain a moment in their lives that profoundly changed them. The essay can be about any moment or moments; however, the essay must include a thesis. The thesis will explain why the moment changed the students and it will show how the moment still affects them today.

- **Persuasive Essay (1,500-1,800 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. This will be held like a jury trial. Students must come to class dressed in a professional manner. There will be a student judge, student lawyers, and a student jury. Students will be split into two teams of lawyers. The topic will be about the death penalty.
- **Participation:** Students can receive up to four participation points per day in class. Students receive points based off engagement in class and whether student is on time and remains off technology (unless specified by the professor or on the syllabus).
- **Reader Responses (2 at 250 words each):** Students will write one response for the narrative essays and one for the persuasive essays. Students will sign up for the essays they want to write on. The assignments are due that day of class. Students who write on the essay for that day will also help to start the discussion for that day.
- **Portfolio:** Students will submit a portfolio. This assignment will be like the DSP. Students will submit the links on Canvas. Students will use the Welcome page, the Argumentative/Critical Essay (both from DSP), and students will write a 1-2 page (no more) reflection of where they are as a writer. Students will assess their arc from the summer until now.
- **Final:** Students will write an essay explaining what they learned from English 1A. Students will also incorporate ideas for the future and how English will help them in their chosen career.

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	1,200-1,500	1-6	1-8
Persuasive Essay	1,500-1,800	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
Portfolio	250-350	1-6	1-8
Participation	n/a	n/a	n/a
Reader Responses (2)	250 each	1-6	1-8
In class Final	200-300	1,2,3,5	1-8

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. **If you miss a mandatory workshop day, your essay will be marked down one half letter grade.**

Note: Students must receive a **C-** or higher to pass the class.

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)	1,200-1,500	150	15%
Persuasive Essay (Draft + Revision + Final)	1,500-1,800	200	20%
Midterm Essay	500-750	150	15%
Stasis Theory project	N/A	180	18%
Portfolio	250-350	100	10%
Participation	N/A	120	12%
Reader Responses (2)	200-250	50	5%
Final	200-300	50	5%

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 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 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.

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 at <http://www.sjsu.edu/writingcenter>.

English 1A/ Composition, Fall 2016, Course Schedule

Notes:

- All reading assignments are to be completed before class; we cannot discuss what has not been read.
- If you miss a mandatory workshop day, your essay will be marked down one half letter grade.
- All assignments must be turned in at the beginning of class and on paper.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24/17	Introduction to class
2	8/29/17	In class Diagnostic Essay. Please bring exam booklets
2	8/31/17	Do first half of grammar work sheet. Descriptive language introduction. Intro to narrative essay and its benefits.
3	9/4/17	Introduction to writing a thesis. Also, read “Scenes from a Life in Negroland” by Margo Jefferson. Discuss material in class. Finish grammar work sheet.

3	9/6/17	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
4	9/12/17	Heuristics exercises. Object and room exercises.
4	9/14/17	Work on formatting essay. Also, continue descriptive language. Read “Vision” by Tiffany Briere and “Thing with Feathers That Perches in the Soul” by Anthony Doerr. Discuss material in class.
5	9/19/17	First draft of essay due. Peer editing of Narrative essay. Bring laptops. MANDATORY Attendance.
5	9/21/17	Read “Once more to the Lake” by E. B. and “My Daughter and God” by Justin Cronin. Transition exercise and formatting paragraphs. Pass out signup sheet for meetings on 9/26.
6	9/26/17	MANDATORY Attendance. 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	9/28/17	Go over errors seen from meeting. Discuss how to improve those weaknesses in writing.
7	10/3/17	Narrative essay due. Read “The day language came into my life” by Helen Keller. Free Writing language exercise.
7	10/5/17	Midterm Review.
8	10/10/17	Midterm. Please bring exam booklets.
8	10/12/17	Introduce second half of class. Explain an argumentative thesis. So What exercise Read “Reading to Write” by Stephen King. Discuss reading in class.
9	10/17/17	Incorporating quotes. Assign Persuasive Essay.
9	10/19/17	Glyfada method in class. Gendered language in the world. Read “The Name Is Mine” by Anna Quindlen and “Too Many Women Are Misconstruing Feminism’s Nature” by Susan Jacoby
10	10/24/17	Work on argumentative thesis and work on Glyfada Method. 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	10/26/17	Bring laptops. Practice research/citation.
11	10/31/17	Bring two articles to class. One should agree with your position and one should disagree with it. We will work on how to incorporate both sides of the argument into your papers.
11	11/2/17	First Draft of Essay due. Peer Review day. Bring Laptops. MANDATORY Attendance .

12	11/7/17	Read “You’re Wearing That?: Understanding Mothers and Daughters in Conversation” by Deborah Tannen. Discuss reading in class. Also, discuss how the world is changing through media. Handout signup sheet for meetings on 11/9.
12	11/9/17	MANDATORY Attendance. 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.
13	11/14/17	Introduction to Stasis Theory and Practice. Hand Out Stasis Theory Assignment. Assign roles in class and send an email to confirm them. Explain how to write a reflective paper.
13	11/16/17	Final Draft of Persuasive Essay Due. Work on Stasis Theory Research and argument tactics. Bring Laptops. We will go over each section of the stasis theory and make sure you are prepared to ask the right questions.
14	11/21/17	Library workshop day. No Class. Work on Stasis Theory with your partners.
14	11/23/17	Thanksgiving No Class
15	11/28/17	Have students work with stasis theory and gun control. Have a small mock trial.
15	11/30/17	Use a different case for the death penalty and have students come up with ways to argue it. Finish portfolio in class and submit it.
16	12/5/17	Run a mock trial for final assignment.
16	12/7/17	Stasis Theory Trial. Mandatory Attendance.
Final Exam	12/13/17 Wednesday	2:45-5:00 p.m. in Clark building 316

