

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE
ENGLISH 1A, FALL 2017

COURSE AND CONTACT INFORMATION

Instructor:	Dr. Richard McNabb
Office Location:	FO Building #102
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Class Days/Time:	Tuesday / Thursday 7:30-8:45 am
Office Hours:	Tuesday / Thursday 9:00-10:00 am, and by appointment
Classroom:	BBC 121
Prerequisites:	Successful completion of <i>Reflection on College Writing</i>
GE Area:	GE area A2: Written Communication I

COURSE MANAGEMENT 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.

GENERAL COURSE DESCRIPTION

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

ENGL 1A LEARNING OUTCOMES (GELO)

Upon successful completion of the course, you will be able to

1. read actively and rhetorically;
2. 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. integrate your 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.

REQUIRED TEXTS/READINGS

- Course readings are available on Canvas, online, or through MLK Library databases
- Digital access to the *Chronicle of Higher Education* (available free through the MLK database)

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>.

Written Assignments

Writing assignments (see below) will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. You will receive frequent evaluations of your writing from me and your class peers. 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.

1. *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.” Some assignments you will post in class as part of an activity; others you will post outside of class. Unless otherwise noted, your out-of-class postings are due Sunday by midnight.

2. *Short Writing Tasks*: You will write a number of informal assignments designed to provide practice in the different rhetorical concepts discussed in class and in the course readings.

3. *Rhetorical Maps*: You will construct three documents that map out a critical essay. Think of the maps as a detailed outline of an argument.

4. *Formal Writing Assignments*: You will write three formal essays. Each essay will go through at least one draft (with revision feedback from me and/or classmates) before receiving a grade. Refer to the daily schedule for assignment due dates.

Multimodal Project / Presentation: You will collaborate with fellow classmates to design a multimodal project on the writing process, and then present it to the class for review.

Discussion Facilitator / Class Participation: You and a fellow classmate will lead a class discussion on issues discussed in *The Chronicle of Higher Education*. In addition, you are expected to participate actively in class. You cannot make up missed points for participation if you are absent from class. A limited number of absences for illness and other emergencies have been factored into the final point value, so a few missed classes will not affect your grade. However, excessive absences will.

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Assignments and Learning Goals

Assignment	GELO
discussion boards, class participation, discussion facilitator	1, 2
short writing tasks	1, 2
Rhetorical Maps	2, 3
Essay #1 Critical analysis	2, 3, 5
Essay #2 Persuasion	2, 3, 5
Essay #3 Stylistic analysis	2, 3, 5
Multimodal Project / Presentation	2-5
Writing Portfolio	1-5

Grading Policy

Formal essays, rhetorical maps, writing portfolio: Requirements for these particular assignments will vary, but in all cases grades will reflect the assignment's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in writing courses:

- An "A" range 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" range 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" range 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" range 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.

Discussion board, short writing tasks: For the most part, you will receive credit "for the process of thinking rather than for the end product produced." At the end of the semester, grades will be based on the number of assignments completed. For example, if you complete 90% of the discussion board postings and short writing task, you will receive an A; 80% of them a B, and so on.

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>
• Discussion boards, discussion facilitators, class participation, informal writing exercises, writing portfolio	10%	100
• Short Writing Tasks	5%	50
• Rhetorical Maps	20%	200
• Essay #1	20%	200
• Essay #2	20%	200
• Essay #3	15%	150
• Multimodal Project	10%	100
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

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.”

Cell Phones: It is disrespectful to text in class. To resist temptation, please keep your phone out of sight until it needed for an activity / assignment.

Leaving the Classroom: Once class has started, **you are not permitted to leave without permission**. It is disruptive to class discussions when students are walking in and out of the room. During **group work**, you will have the opportunity to leave class briefly to use the bathroom facilities. You do not need to ask permission to leave when working in small groups.

Canvas: Much of the course materials will be posted on Canvas: syllabus, readings, and assignment sheets. Class announcements will be made through Canvas as well. Be sure to check your account daily. Unless otherwise stated, your completed weekly writing assignments will be submitted through Canvas. **You will need access to a laptop, tablet, or smartphone** to participate in class discussions and activities.

Lateness: As a general rule, I **do not accept** late drafts. There is no penalty for not submitting one, but you will miss out on receiving valuable feedback from me and your peers before submitting the essay for a grade. I **do accept** late revised essays / maps but not without a **10-point penalty**. However, you have three “late passes” that will allow you a day’s extension without penalty. You can use all the passes on one essay / map (allowing you three extra days to submit the revision), or you can spread them out over the semester. Illnesses do not excuse you from missing a due date, so use these passes wisely. Similar to essay drafts, I do not accept late homework or informal writing assignments (late passes cannot be used). 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. *I apologize* for the harshness of my tone, but I want to be as direct and clear as possible.

Extra Credit: There is ONE opportunity for extra credit this semester: before Tuesday, 8/29, if you send me an email identifying your favorite singer / group and song OR your favorite artist and art work (attach a picture if possible), I will waive one short writing task (of your choice) and give you a one-day draft “late pass,” (if needed). After Tuesday, 8/29 at 6:00 am, there will be no further opportunities for extra credit in the course.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student accommodations, etc. It is important that you review them.

http://www.sjsu.edu/english/frosh/program_policies/index.html

ENGL 1A WEEKLY SYLLABUS (SUBJECT TO CHANGE WITH FAIR NOTICE)

Key: SWT = Short Writing Task DB = Discussion Board Thread

- Unless otherwise noted, discussion board postings are due on Sundays by midnight.
- All texts are available on Canvas, online, through MLK Library databases, in *The Chronicle of Higher Ed*, or as a handout distributed in class. Additional articles not listed on the syllabus may be assigned during class.

Week	Date	Topics	Assignments
1	Th 8/ 24	Welcome to ENGL 1A	
2	T 8/29 Th 8/31	Ethical posturing and emotional reactions Group #1	DB
3	T 9/5 Th 9/7	Logical stances Group #2	DB
4	T 9/12 Th 9/14	Arranging contentious cases Group #3	Map #1 draft (Friday, 9/15) DB
5	T 9/19 Th 9/21	Neoclassical writing strategies Group #4	Map #2 draft (Friday, 9/22) DB
6	T 9/26 Th 9/28	Cognitive writing strategies Group #5	Map #3 draft (Friday, 9/29) DB
7	T 10/3 Th 10/5	Maps to drafts No class—conference	SWT (Tues, 10/3) DB
8	T 10/10 Th 10/12	Gendered writing strategies Group #6	Map revision portfolio (Tues, 10/10) DB
9	T 10/17 Th 10/19	Peer review Group #7	Essay #1 draft (Tues, 10/17) DB
10	T 10/24 Th 10/26	Negotiation strategies Group #8	SWT (Tues, 10/24) Essay #1 revision (Thurs, 10/26) DB
11	T 10/31 Th 11/2	Stylistic strategies Group #9	Essay #2 draft (Tues, 10/31) SWT (Thurs, 11/2) DB

12	T 11/7 Th 11/9	Stylistic strategies Group #10	Essay #2 revision (Thurs, 11/9) DB SWT (Tues, 11/7; Sun, 11/12)
13	T 11/14 Th 11/16	Multimodal strategies Group #11	Essay #3 draft (Tues, 11/14)
14	T 11/21 Th 11/22	Multimodal presentations	Essay #3 revision (Tues, 11/21) Multimodal project (Thurs, 11/22)
15	T 11/28 Th 11/30	Preparing the portfolio Peer review	Portfolio reflection letter draft (Friday, 12/1)
16	T 12/5 Th 12/7	Reviewing writing rhetorically	
17	Final		Writing Portfolio (Friday, 12/15)