

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 9, Fall 2017

Instructor:	Joshua Speers
Office Location:	FOB 112
Telephone:	408-924-4493
Email:	joshua.speers@sjsu.edu
Office Hours:	Monday/Wednesday 4:15-5:15 and by appointment
Class Days/Time:	Monday/Wednesday 1:30-2:45
Classroom:	BBC 121
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 you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will develop clear thinking and effective writing as you give form and coherence to complex ideas. You will practice these skills by 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.

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>.

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different cultures, ethnicities, genders and socio-economic classes. Moreover, in order for the classroom to function as a safe environment in which open communication amongst all students occurs daily, all class discussions and debates will be conducted with respect for each of these groups kept in mind.

Reading: In English 1A, you will learn how to analyze and respond to various genres of writing, so close and consistent reading is imperative. Assigned readings will be selections from the Course Reader, which includes various articles and essays to be used throughout the course. Additional readings will also be available on the Canvas website or disseminated via email. Come to each class having completed all of the day's assigned readings. Note-taking and annotating your readings are always encouraged. Additionally, please frequently refer to your free copy of the style and grammar handbook, *The Everyday Writer*, which is accessible through the Canvas website.

Required Texts:

Textbook

Course Reader—Available for purchase (cash only) at Maple Press at 330 South 10th Street

Other Readings

Any additional readings will be posted on the Canvas website or disseminated via email.

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires students to write a minimum of 8000 words, at least 4000 of which must be in revised, final-draft form.

Diagnostic Essay (GELOs 3,5): You will be required to compose an in-class, diagnostic essay of at least 500 words. You will be given a specific prompt that addresses readings and topics we have covered in class and you will have the entire class period to write (punctuality is especially important so that you will neither lose valuable writing time nor distract your peers as they work). You will be required to compose this essay on a laptop and upload it to the Canvas website by the end of the class period. If you do not have access to a laptop, speak to me beforehand so that we can make alternative arrangements. Please notify me and provide formal documentation from the Accessible Education Center (AEC) if you need accommodations for the in-class essays. If you know in advance that you will be absent on the day of an in-class essay, notify me ahead of time to make necessary arrangements.

Out-of-Class Essays (GELOs 1-5): There will be three major out-of-class essays in which students will analyze and respond to the topics and readings we cover in class. Students will submit rough drafts of each, for which they will receive teacher feedback as well as additional feedback from their peers during in-class peer editing workshops. To encourage exploration of the various and vital stages of the writing process, all draft submissions and participation in peer editing workshops are mandatory and count for part of your final grade

for the assignment. ***If you miss a workshop, your essay will be graded down one full letter grade.*** You will submit your final draft of each essay in a hard copy portfolio including all rough drafts and other prewriting materials from your writing process. All essays must be typed in 12-point font, double-spaced, with 1-inch margins, meet MLA formatting guidelines, and submitted online via Canvas. You will also be required to submit a hardcopy of your essays in class on the assigned due-date.

Informal Writing Assignments: On most days, you will also be asked to complete short, informal assignments at the beginning of class. These may take the form of warm-ups, brainstorms, outlines, free-writes, reading responses, and fact-based reading quizzes. You may be asked to share these informal writing assignments with the class as part of our discussion for the day. The effort you put into these assignments will directly impact your participation grade for the course.

Online Canvas Responses (GELOs 1, 2, 4, 5): Roughly once a week, you will post a response on Canvas to a discussion I will start regarding the readings or topics we’ve discussed for the week. You will be required to post a response in which you discuss your thoughts and observations. You may also be required to respond to a post one of your peers has written. Each response must be at least 250 words and must be submitted ***before*** the beginning of class on the day it is due. However, you are encouraged to post your responses well in advance of class to give your peers—and me—adequate time to read your responses before our in-class discussion. The purpose of these assignments is to help you develop and shape ideas which you can then bring to class and share via classroom discussion or group work. As such, ***late responses will not be accepted.***

Assignment Word Counts and Learning Goals

Assignment	Word Count	GELO
Diagnostic Essay	500	3,5
Essay 1 (Rough Draft + Final Draft)	1500	1,2,3,5
Essay 2 (Rough Draft + Final Draft)	1500	1-5
Group Projects (Essay 3 + Group Presentation)	1500	1-5
Informal Writing Assignments	1000	1,2,3,5
Online Canvas Responses	2500	1, 2, 4, 5

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which is 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. ***You must receive a course grade of a C- or better to pass English 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.***

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.

Assignment Grading Breakdown:

Assignment	Total Point Value	Percentage of Course Grade
3 Out-of-Class Essays (150 pts. each)	450	45%
Final Portfolio (150 pts.)	150	15%
Online Canvas Responses (15 pts. each)	150	15%
Informal Writing Assignments	100	10%
Participation	150	15%

Assignment submissions: Each major out-of-class essay will be submitted in class as a hard-copy and electronically on Canvas by the beginning of class on the scheduled due date. All Canvas responses will be due by the beginning of class on each day listed on the course schedule. ***You must attend class the day a Canvas response or an essay is due in order to receive credit for the assignment.***

Extra credit: There are plenty of assignments, activities, and outside help available in order for you to gain the required number of points to excel in the course. As such, there will be no, or limited, opportunities for extra credit. However, if you schedule an appointment with the writing center for help with one of the out-of-class essays, you may receive a small increase in your final grade for the assignment. The tutor you meet with must send me a confirmation of your meeting for you to receive this bonus.

Late work: Late out-of-class essays will be accepted up to one week after the due date. For each calendar day the assignment is late, half a letter grade will be deducted from the final grade. After one week has passed, I will no longer accept the assignment. For missed in-class essays you have one week to make up your essay during my office hours. If you know in advance of an absence which will prevent you from submitting a hard copy or electronic copy of an assignment, from taking an in-class essay, or from participating in a peer-review workshop, you must contact me ***before*** the assignment is due in order to make alternative arrangements. ***Missed online Canvas responses, informal writing assignments, and participation assignments cannot be made up.***

Course grades will be calculated using the following scale:

A (93-100%)=930-1,000pts	B- (80-82%)=800-829pts	D+ (67-69%)=670-699pts
A- (90-92%)=900-929pts	C+ (77-79%)=770-799pts	D (63-66%)=630-669pts
B+ (87-89%)=870-899pts	C (73-76%)=730-769pts	D- (60-62%)=600-629pts
B (83-86%)=830-869pts	C- (70-72%)=700-729pts	F (0-59%)=0-599pts

Classroom Protocol

In class daily: Come to class on time, prepared to work and to contribute every single day. Bring your Course Reader, writing implements, and any assignments due to each class meeting. If you have not completed the assigned readings or writings for the day, do not come to class, as you will not be prepared to contribute to the learning environment.

Use of electronics: Cell phones visible on desks only pose a distraction to you and your fellow classmates, so keep them on vibrate or silent and out of sight in your bag. You do not require a laptop in order to participate in this course, but you may use one for notetaking and essay-writing so long as doing so does not pose a distraction to you, your classmates, or to me. If you require any other electronic device due to a disability, you must have formal documentation from the Accessible Education Center (AEC) on campus in order for me to make appropriate accommodations.

Late/Absence policy: Although you will not be penalized for tardiness or missing class, you will be graded for your participation in class each day. Habitual tardiness and multiple missed classes will undoubtedly have a negative impact on your ability to participate in, and contribute to, the course while also negatively impacting your classmates. If you know in advance that you will be late for class, will have to leave class early, or will have to miss class altogether, notify me via email as soon as possible. Do not email me following an absence to ask about what you missed in class; contact a classmate first and then see me only if you did not receive materials or instructions given in class.

Office hours: If you need help, clarification, questions answered, or additional guidance on an assignment, I strongly encourage you to attend my weekly office hours on Mondays and Wednesdays. I am also available for scheduled appointments outside of my regular office hours. *If you schedule an appointment during a time outside of my regular office hours and need to cancel or reschedule, please notify me ahead of time.*

Email: Because I will be regularly distributing course materials, assignments, readings, and instructions via email, it is imperative that you check your email at least once a day. By default, I will use the email address that you provided to SJSU/mySJSU to reach you. Make sure this email address is correct and up-to-date. It is your responsibility to contact me if you believe you are not receiving my emails; missing an email from me is not a valid excuse for missing an assignment or a due date.

University Policies: The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc:

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

English 1A, Section 9, Fall 2017 Course Schedule

This schedule is subject to change with fair notice. Students will be notified of any changes ahead of time in class or via email. Selections marked with a * are available for download from the Canvas website. Reading assignments must be completed by the day they are listed.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 23	Course and syllabus overview, introductions
2	Aug. 28	In-Class Diagnostic Essay (bring laptop)
2	Aug. 30	Reading: Understanding Rhetorical Situations (1-9); “Introduction: California—The Bellwether State” (11-16); Rawls (17-21) In Class: Rhetorical situations Canvas response due by beginning of class
3	Sept. 4	NO CLASS: Labor Day
3	Sept. 6	Reading: Canvas selections* In Class: California songs activity; <i>distribute and review Essay 1 prompt</i> Canvas response due by beginning of class
4	Sept. 11	Reading: Generating Ideas (23-36); Purpose and Audience (37-47) In Class: The writing process
4	Sept. 13	Reading: Gibbs & Bankhead (49-53); Writing to Analyze (55-71) In Class: Artifact analysis activity Canvas response due by beginning of class
5	Sept. 18	Reading: Spooner (73-79); Epps* in Class: Analytical writing and current issues Essay 1 Rough Draft due in class and on Canvas
5	Sept. 20	Reading: Revising (81-93); Canvas Selections* In-Class: The revision process, discuss peer editing workshops, assign peer editing workshop groups Canvas response due by beginning of class
6	Sept. 25	Reading: Group members’ rough drafts* In Class: Peer Editing Workshop
6	Sept. 27	Reading: Didion (95-100); Yu (101-104); Houston & Houston (105-108) In Class: Immigration and the California Dream, grammar tutorial Canvas response due by beginning of class
7	Oct. 2	Reading: Allmendinger (109-112); Fine (113-115) In Class: Validity of the California Dream, reflective writing activity Essay 1 Final Draft due in class and on Canvas
7	Oct. 4	Reading: Writing to Evaluate (117-131); Etzioni (133-136) In Class: <i>Distribute and Review Essay 2 Prompt</i>
8	Oct. 9	Reading: Writing to Respond (137-150); Writing to Argue (151-170) In-Class: Critical analysis and responding to a text
8	Oct. 11	Reading: Sachs*; Writing to Propose (203-227)

Week	Date	Topics, Readings, Assignments, Deadlines
		In-Class: Proposal activity Canvas response due by beginning of class
9	Oct. 16	Reading: Turkle (171-175); Schindel*; Miron & Tetelbaum* In-Class: Practical applications of critical response and argumentation, grammar tutorial
9	Oct. 18	Reading: English-Lueck (177-179); Hambrick & Chabris (181-187) In-Class: Culture and identity Essay 2 Rough Draft due in class and on Canvas
10	Oct. 23	Reading: Millennials (189-191); Stein (192-197); Huffington (199-201) In-Class: Identity and millennials, assign peer editing workshop groups
10	Oct. 25	Reading: Group members' rough drafts* In Class: Peer editing workshop
11	Oct. 30	Reading: Current event articles* In-Class: Debate and discuss articles Canvas response due by beginning of class
11	Nov. 1	In class: <i>Twilight: Los Angeles</i> Essay 2 Final Draft due in class and on Canvas
12	Nov. 6	Reading: Kozol*; Bornstein (230-233) In-Class: Social injustice in the modern world Canvas response due by beginning of class
12	Nov. 8	Reading: Evaluating and Synthesizing Information (234-250) In-Class: Group Work Day
13	Nov. 13	Reading: Group Articles (On Canvas) Group Discussion #1 Group Discussion #2 Group Discussion #3 Canvas response due by beginning of class
13	Nov. 15	Reading: Group Articles (On Canvas) Group Discussion #4 Group Discussion #5 Group Discussion #6 Canvas response due by beginning of class
14	Nov. 20	In class: Group work day Unit 3 Project Proposals due
14	Nov. 22	NO CLASS: Thanksgiving
15	Nov. 27	In-Class: Proposal conferences, group work day
15	Nov. 29	Unit 3 Presentations
16	Dec. 4	Unit 3 Presentations
16	Dec. 6	Unit 3 Presentations All Students' Individual Essays due in class an on Canvas
17	Dec. 11	Reading: TBD In Class: <i>Distribute and Review Final Portfolio Prompt</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Canvas response due by beginning of class
Final Exam	Dec. 18 12:15-2:30	Final Portfolio due on Canvas