

San José State University
Department of English & Comparative Literature
ENGLISH 1A: FIRST-YEAR WRITING

Fall 2017

Section: 34 #43725

Course and Contact Information

Instructor:	Lisa Parham	Office Location:	FOB 224
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Office Hours:	M 3-5:00pm & by appt.	Class Days/Times:	MW 10:30-11:45am
Classroom:	Boccardo Business Center 124	Prerequisites:	<i>Reflection on College Writing</i>

GE/SJSU Studies Category: GE Area A2 Written Communication

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System](#) course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) to learn of any updates.

English 1A Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

English 1A Course Learning Outcomes (CLO)

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in 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 A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 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 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

ENGL1A Course Content

This Course: All the major assignments in this course will provide opportunities for you to practice *real writing* about *real situations* and *real life issues*. Project 1 and Project 2 help you understand a real life issue, and Project 3 grants you the opportunity to make a real contribution to that issue.

All of the assignments in this course will not only help you develop critical thinking skills, improve your understanding of rhetorical concepts, and give you opportunities to hone your writing, but they will also give you space to understand yourself, your communities, your place in our world, and the characteristics, communities, and places of others around you.

Please Note: Sometimes readings, assignments, and discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

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 cultural backgrounds, socio-economic backgrounds, ethnicities, genders, and abilities. Our classroom is a safe environment and a venue for open, respectful communication.

Writing: Writing assignments shall give students 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. Because in-class writing is valued and students should be able to perform well in timed writing situations, one essay shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

This class will also include daily in-class informal writing assignments that count toward your Participation grade. Additional writing assignments include 10 Canvas Discussion Board Posts, note-taking, and other in-class writing activities.

In-class essays can be written on a tablet or laptop (unless otherwise noted) and uploaded to Canvas or written on notebook paper/in a greenbook. Out-of-class essays should be printed (MLA format Times New Roman, 12 point font, double spaced, 1 inch margins) AND uploaded to Canvas. They are due at the beginning of the class period.

Reading: Reading and writing are inherently bound; you read to write and write to read. Thus, English 1A is a reading-intensive course. Some readings will be from the assigned texts (listed below), and some will be from sources you locate. All reading must be completed **before** class. Annotating and note-taking are encouraged. Please also utilize your free copy of the style and grammar handbook, *The Everyday Writer*, accessible through Canvas.

Final Experience: Students are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing produced for our class, including drafts. **Remember to keep all of your work!** Required in every portfolio is:

- Two project packets, including the assignment sheet, an early draft, and the revised final draft for each essay
- A reflective essay examining what you have learned over the course of English 1A and how it has helped you improve your writing

Required Materials

Required Texts

- *Critical Situations: A Rhetoric for Writing in Communities* by Sharon Crowley and Michael Stancliff. Penguin Academics, 2008. ISBN-10: 0321246535
- Selected chapters from Writing Spaces: An Open Textbook Project (writingspaces.org)
- *Everyday Writer* by Andrea Lunsford. (This is provided through the Writer's Help tab on Canvas.)

Other Readings

- Students will be responsible for locating other reading materials throughout the course in support of their writing projects.
- Other readings will be assigned via Canvas.

Technology Requirements

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Students will need Internet connectivity to participate in classroom activities and/or submit their assignments.

See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

You can find out more about borrowing a laptop, ipad, and other tech. for free from the library at [Student Computing Services](https://library.sjsu.edu/scs): <https://library.sjsu.edu/scs>

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>.

More specific descriptions and instructions will be distributed for all major assignments. Each assignment will also be discussed at length in class. The assignments throughout this course will give you multiple opportunities to practice all stages of the writing process. Assignments will include formal and informal writing, multimodal projects (including written, oral, and visual modes), and readings. The table below explains how the course word count requirement will be met and distributed.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
1 in-class essay	500	3	1, 2, 4, 6, 9
10 Discussion Board posts	2000	2, 3	3
Project 1 (including process materials)	1500	1-5	1-9
Project 2 (including process materials)	1500	1-5	1-9
Project 3 (including process materials)	1500	1-5	1-9
Portfolio Reflection	1000	1-5	1-9
Presentation	n/a	2, 3	1, 2, 4, 8
Participation	n/a	n/a	n/a

Major Assignment Information:

Project 1: Critical Essay A researched essay that defines the context of your critical situation. This project will identify the critical situation and define it for those inside and outside the involved communities, explore why this situation is important to members of the communities involved, examine the stakeholders of the critical situation and explore their perspectives, and explain how and why people argue about this situation.

Project 2: Textual Analysis A detailed analysis of one text pertaining to your critical situation. This project will closely examine one text that pertains to your selected critical situation, analyze the text for rhetorical modes and appeals and examine their effectiveness in the text and in the context of the critical situation. It will identify and explore the text's place in its communities and arguments/perspectives of the critical situation, including its potentials and limitations in these spaces.

Project 3: Multimodal Artifact A multimodal project that makes a strong contribution to your critical situation. This project will make an argument that contributes to the existing discourse of your critical situation, build on and use what was learned about the contexts of your critical situation from your Projects 1 & 2, and demonstrate awareness of the place of your contribution in its communities and arguments/perspectives of the critical situation, including its potentials and limitations in these spaces.

Discussion Board posts: Responses to prompts to facilitate productive discussions with your peers. On Canvas, you will write a short response (150+ words) to the posted prompt, and write a comment (50+ words) responding to one of your peer's responses.

Portfolio: See "Final Experience" above.

Grading Policies

Late Policy

All work must be submitted on time. While **major assignments** will be accepted up to one week after the due date, they will be penalized. Any late work will be **graded down a full letter grade for each day** it is late. If the assignment is turned in after the class period on the day it is due, it will be graded down half of one letter grade. **After one week, late work will not be accepted.** If extenuating circumstances apply and you cannot meet the deadline, you must contact me **before** the due date in order to request an extension or make-up work. **Missed Discussion Board posts, informal in-class writing assignments, and participation assignments cannot be made up.**

Grade Calculations

Assignment	Word Count	Points Possible	% of Course Grade
1 in-class essay	500	50	5%
10 Discussion Board posts	2000	100 (10 pts each)	10%
Project 1 (including process materials)	1500	150	15%
Project 2 (including process materials)	1500	150	15%
Project 3 (including process materials)	1500	150	15%
Portfolio Reflection	1000	200	20%
Presentation	n/a	50	5%
Participation (daily in-class assignments)	n/a	150	15%
Totals:	8,000 words	1000 points	100%

Department/University Grading Policies

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g., B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. **To receive credit for GE Area A2, you must receive a C- or higher and pass ENGL 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” 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.

Classroom Protocol

Much of the learning for this course happens in class. Therefore, to succeed in this course, it is crucial that you to come to class every day and actively participate. Active participation requires that you: demonstrate that you have done the readings, contribute to class discussions, actively listen to me and your peers, participate in class activities, take notes as necessary, etc.

University Policies

Per University Policy S16-9, the following link contains university-wide policy information relevant to all courses, including academic integrity, student success resources, and more. [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Number / Title, Semester, Course Schedule

- Calendar subject to change with fair warning; changes will be announced in class and on Canvas
 - Readings listed should be read BEFORE that class
- Please bring your textbook, writing materials, and any other necessary materials related to the current major assignment to every class period.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/23	<i>Welcome! & What We Think We Know & Course Theme: Breaking Down Myths</i> Course introduction, syllabus review, discussion of in-class diagnostic essay
2	M 8/28	Read: “What is College Writing?” (WS) In class: Diagnostic Essay (in-class essay): What is College Writing?

2	W 8/30	Read: Chapter 1 (CS pp. 3-24) In class: Workshop 3, Project #1 Assignment <i>Critical Situations and You! & Navigating Research</i>
3	M 9/4	No Class Labor Day!
3	W 9/6	Before Class: DUE Discussion Board #1 (Canvas) Read: “You’ve Got a Writing Assignment. Now What?” (WS), “The Sanctuary of School” (Canvas) In class: Workshop 18 & <i>What is an argument? Why do we argue?</i>
4	M 9/11	Before Class: DUE Discussion Board #2 (Canvas) Read: Chapter 2 (CS pp. 27-55), Optional: “I Just Wanna Be Average” (Canvas) In class: Workshop & <i>Stakeholders, Perspectives, and Communities, oh my!</i>
4	W 9/13	Read: “Introduction to Primary Research” (WS), “A Prostitute, a servant...” (Canvas), OR “Mother Tongue” (Canvas) In class: <i>More Mapping Communities</i>
5	M 9/18	Read: Chapter 3 (CS pp. 59-79), “Why Are All the Cartoon Mothers Dead?” (Canvas), “Black Men and Public Space” (Canvas) TBD
5	W 9/20	Before Class: DUE Project #1 Draft & DUE Discussion Board #3 (Canvas) In class: Peer Review & <i>Building on Feedback</i>
6	M 9/25	Read: “Reflective Writing and the Revision Process: What Were You Thinking?” (WS), “To Siri, With Love” (Canvas) In class: Workshop 14 & <i>What WERE you thinking?</i>
6	W 9/27	Before Class: DUE Discussion Board #4 Read: “Why Are All the Cartoon Mothers Dead?” (Canvas) In class: Workshop 15 & <i>Context and Purpose</i>
7	M 10/2	Before Class: DUE Project #1 Final Read: “Cybersexism” (pp. 1-8 only Canvas), OR “From Fly Girls to Bitches & Hoes” (Canvas) In class: Project #2 Assignment & <i>Narrowing It Down: Focus & Analysis</i>
7	W 10/4	Before Class: DUE Discussion Board #5 Read: “Backpacks and Briefcases: Steps toward Rhetorical Analysis” (WS) In class: Invention & <i>Aristotle, Hermagoras, and Stasis Theory</i>

8	M 10/9	Read: Chapter 4 (CS pp. 81-101) In class: <i>Reading Deeper: Speaker/Writer</i>
8	W 10/11	Before Class: DUE Project #2 Draft Read: “The Longest War” (Canvas) In class: Peer Review
9	M 10/16	Read: “How to Read Like a Writer” (WS), “Exquisite Corpse” (Canvas) In class: Revision & <i>Reading Deeper: Audience & Appeals</i>
9	W 10/18	Before Class: DUE Discussion Board #6 Read: “From Rez Life” (Canvas) In class: <i>Reading Deeper: Kairos</i>
10	M 10/23	Before Class: DUE Discussion Board #7 Read: Chapter 5 (CS pp. 103-121) In class: <i>Arguing through Common Places</i>
10	W 10/25	Read: Chapter 6 (CS pp. 123-143), “Two Questions” (Canvas) In class: <i>Using Appeals</i>
11	M 10/30	Before Class: DUE Project #2 Final In class: Project #3 Assignment <i>Using What We Already Know</i>
11	W 11/1	Read: Chapter 7 (CS pp. 145-165) In class: <i>Invention & Visual Rhetoric</i>
12	M 11/6	Before Class: DUE Discussion Board #8 Read: “Beyond Black and White...” (WS) In class: Workshop 7 & <i>Visual Rhetoric Part 2</i>
12	W 11/8	Read: “What’s Wrong with Animal Rights” (Canvas) In class: Workshop 10 & <i>Structure, Organization, & Choice</i>
13	M 11/13	Before Class: DUE Discussion Board #9 Read: Chapter 8 (CS pp. 169-187) In class: <i>Making a Contribution</i>
13	W 11/15	Before Class: DUE Project #3 Draft Read: TBD In class: Peer Review
14	M 11/20	Before Class: DUE Discussion Board #10 Read: Chapter 9 (CS pp. 189-206) In class: <i>Old Ideas, New Perspectives</i>
14	W 11/22	No instruction day (day before thanksgiving)

15	M 11/27	Read: Ten Ways to Think About Writing...” (WS) In class: Act It Out IJ p182 & <i>Putting It All Together</i>
15	W 11/29	Before Class: DUE Project #3 Final Read: “Composition as a Right of Passage” (WS) In class: <i>What We Know Now</i>
16	M 12/4	In class: Assembling ePortfolios
16	W 12/6	Before Class: DUE ePortfolio In class: Workshop 18 x2 <i>What We Have Learned</i>
17	M 12/11	In class: Presentations
Final		In class: Presentations

Notes:

