

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Sections 35, 37, 41, 43. Fall 2017**

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<b>Office Hours:</b>	Tuesday 1:30-2:30pm
<b>Class Days/Time:</b>	Tuesdays/Thursdays
<b>Classroom:</b>	BBC 124
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

### **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

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- 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, you are expected to 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.

**Writing Assignments:** You will do a significant amount of reading and writing in various formats, in this course. **Come to class prepared!** There will be six essays (three out-of class, three in-class) and a Writing Notebook, totaling a minimum of 8,000 words. This total will include one substantial re-write. Out-of-class essays must be typed (Times New Roman 12 point font) and double-spaced, using MLA format. Peer review workshops are an essential part of improving your writing. You must be present at the workshops. Essays without the peer review drop a grade. Essays are expected on the due date: no late papers accepted.

**\*\*\*All essays must be completed to pass the course.\*\*\***

**Reading Assignments:** Read the assignments before class unless directed otherwise. Come to class ready to discuss the material.

**Writing Notebook:** This is your chance to write outside the essay format. The assignments include responses to texts/materials used in class and creations of your own. Each entry should be typed, double-spaced, (about 300 words). Include word count, date and title.

**Portfolio:** At the end of the semester, you will compile a portfolio of your writing and a short self-reflection essay that documents how you met the learning goals of the course. More information will be available later.

### **Oral Presentations/Participation:**

Twice in the semester, you'll be asked to share your work with the class. Most class times involve discussion of ideas and concepts. You are encouraged to share your thoughts in class and in small discussion groups.

**Quizzes:** These are not always announced beforehand. Be prepared.

**Attendance:** Regular attendance and participation are expected. Assignments in class cannot be made up.

Assignment	Word Count	GELO
In-class essays (3)	1500	1-5
Out-of -class essays (3)	3000	1-5
Writing Notebook	3000	2,3,4,5
Self-Reflection Essay	500	2,3,5

## Required Texts/Materials

**SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition available as *Writer's Help* on Canvas.

*English 1A Course Reader* available from Maple Press 330 South 10<sup>th</sup> St. San Jose, Green Books for in-class essays

## Grading Policy:

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are 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 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.*

**\*\*\*This course must be passed with a C- or better as a CSU graduation requirement\*\*\***

Essays are typically evaluated using the following criteria:

An "A" range essay is organized and well-constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Paragraphs are fully developed and discussion of the ideas is apt and specific. The student utilizes appropriate details, lively vocabulary, syntactic complexity and smooth transitions. This paper is virtually free of mechanical errors and is a pleasure to read.

A "B" range essay is less precise and not as convincing as the "A" paper. While it exhibits controlling ideas and supports them with specific examples, it may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical/mechanical flaws, but it does show overall competence.

A "C" range essay responds to the essay topic but in a superficial or generalized way. The paragraphs exhibit a lack of firm control of the ideas and contain insufficient supportive detail. Word choice and syntax is somewhat immature and mechanical errors may be frequent enough to distract the reader.

A “D” range essay makes an attempt to respond to the topic but is poorly organized, vague and lacks appropriate examples. The paper demonstrates weak control of ideas and contains serious mechanical and grammatical errors.

An “F” essay does not fulfill any of the requirements of the assignment. It fails to address the topic, it lacks coherence, and it does not reflect mechanical or grammatical competence.

Your grade for the course will be determined as follows:

In-class essays: (Graded A-F)	25%
Out-of-class essays: (Graded A-F)	35%
Oral Presentation/Participation: (Graded A-F)	10%
Writing Notebook: (Points converted to letter grade)	20%
Quizzes: (Points converted to letter grade)	10%

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

## Classroom Protocol

**I like our classroom to be a place where people feel comfortable enough to share their opinions. Respect for each other is the key here. Be on time, and switch off mobile phones.**

## University Policies

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

<http://www.sjsu.edu/gup/syllabusinfo/index.html>

## Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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 Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **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](http://www.sjsu.edu/writingcenter) 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.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## English 1A Daily Schedule

(Subject to change with fair notice—announced in class and/or email)

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th. 8/24	Introduction to 1A.
1	Tu. 8/29	In-class writing. (Bring green book)
2	Th. 8/31	White's "Once More to the Lake" ( <i>Course Reader</i> page 1) Essay 2 assigned
2	Tu. 9/5	Carver's "My Father's Life" ( <b>CR 5</b> )
3	Th. 9/7	<b>**First draft of essay due for peer edit**</b> Introductory Paragraphs ( <b>EW 8 f</b> ) Review MLA format for essays <b>EW</b> page 502 and <b>EW</b> Chapter 11 before handing in essay next week.
3	Tu. 9/12	Poe's "The Tell-Tale Heart" ( <b>CR 9</b> ) Body paragraphs, topic sentences and concluding paragraphs ( <b>EW 8</b> )
4	Th. 9/14	The Critical Thinking Process ( <b>EW 12</b> ) Thurber's "Courtship through the Ages" ( <b>CR 13</b> ) <b>Essay 2 due</b>
4	Tu. 9/19	Ehrenreich's "What I've Learned from Men" ( <b>CR 15</b> ) Comma Splices and Fused Sentences ( <b>EW 37</b> )
5	Th. 9/21	Mehta's "The Baby Myna" ( <b>CR 19</b> ) Sentence fragments ( <b>EW 38</b> )
5	Tu. 9/26	In-class essay. Bring green book.
6	Th. 9/28	Tan's "Two Kinds" ( <b>CR 23</b> ) Essay 4 assigned
6	Tu. 10/3	Woolf's "Shakespeare's Gifted Sister" ( <b>CR 29</b> )
7	Th. 10/5	Grammar Quiz
7	Tu. 10/10	Essay 4 peer review
8	Th. 10/12	<b>WRITING NOTEBOOKS DUE</b>
8	Tu. 10/17	<b>Conferences (Faculty Offices 217)</b>
9	Th. 10/19	<b>Conferences (Faculty Offices 217)</b>
9	Tu. 10/24	<b>Essay 4 due</b> Rodriguez "Complexion" ( <b>CR 31</b> )

Week	Date	Topics, Readings, Assignments, Deadlines
10	Th. 10/26	Apostrophes ( <b>EW 42</b> ) Semicolons ( <b>EW 40</b> )
10	Tu. 10/31	Sherman Alexie's <i>Smoke Signals</i>
11	Th. 11/2	Sherman Alexie's <i>Smoke Signals</i>
11	Tu. 11/7	Quiz. Wilfred Owen's "Dulce et Decorum Est" ( <b>CR 35</b> )
12	Th. 11/9	Newspaper Editorial Analysis
12	Tu. 11/14	King's "I Have a Dream" ( <b>CR 37</b> ) Essay 6 assigned
13	Th. 11/16	In-class essay. Bring green book.
13	Tu. 11/21	Writing Workshop
14	Th. 11/23	Thanksgiving Holiday
14	Tu. 11/28	<b>**First draft essay 6 due**</b>
15	Th. 11/30	<b>WRITING NOTEBOOKS DUE</b> Grammar Review.
15	Tu. 12/5	Grammar Exam
16	Th.12/7	Last class. Presentation of best piece of writing <b>Essay 6 due.</b>
Final		TBA