

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 44; Fall 2017

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Class Days/Time:	Fri 9:30-12:15
Classroom:	BBC 124
GE/SJSU Studies Category:	GE A2 Written Communication

Faculty Web Page and MYSJSU Messaging Some course materials such as syllabus, grades, and some of the readings will be posted on the Canvas. However, the “regular” course web site will hold everything, including the syllabus, schedule, assignments, readings, sample student papers, and other helpful things. General course updates and reminders will come to you by email through the MySJSU system. Please remember that you are responsible for keeping up with the course through these sites and systems to learn of any updates. My general site: <http://www.sjsu.edu/people/julie.sparks>. You can find your own course under “courses” on the right by the photo.

ENGL 1A 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 Objectives (CLO)

Upon successful completion of the course, you 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 your own 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, and
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

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 Content

Writing: Writing assignments will give you 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.

Reading: ENGL 1A is also a reading course. *Reading is a crucial component of the class*, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

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 genders and from different socio-economic classes.

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. This means about 2 hours at home for every 1 hour in class. 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>.

Assignment Word Count and Learning Goals

Assignment	Words	GELO	CLO	points	% of total grade
writing history (reflection/analysis)	500-800	1, 3-5	1,2,4-9	0	0%
Writing history (revised)	1000	1-5	1-9	50	5%
Profile Essay (revised)	1000	1-5	1-9	300	30%
Proposal Project (rough draft)	1000	1-5	1-9	50	10%
Proposal Project (final draft + memo)	1000-1500	1-5	1-9	300	30%
Portfolio + Self-Reflection Essay	500	1-5	1-9	100	10%
Proposal Presentation + Power Point	250-500	1, 3- 5	1,2,4-9	50	5%
Small assignments	varies	varies		100	10%
Participation/Professionalism				50	5%

Required Texts

Main Textbook: *The Norton Field Guide to Writing, 4th edition*, by Richard Bullock ISBN-13: 9780393617368

Note: This is the main text, referred to as “text” on your schedule. You will need to bring it with you to class always.

Other Required Readings

Articles and excerpts from a wide variety of sources will be posted online (probably both on Canvas and the course site listed above, but check the latter first.) **It is very important that you read these before class AND bring them with you,**

either on an electronic reader or (ideally) printed out so you can mark on them. Print double-sided if you can to save paper. In some cases I will require a printed version you can turn in.

Grading Policy

Students must receive a C- or higher to pass the course The department's standard grading scheme consists of the following: 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** (how well you say what you say). "Expression" includes mechanics like grammar, punctuation, and spelling, but that isn't the whole of it. Style, clarity, and conciseness also count.

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 but 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

Campus Policy in Compliance with the American Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Academic Integrity The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit, **or submitting your own work that you wrote for another class**) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student submitting them, and they must be written only for this class unless otherwise specified. **Turnitin.com:** To receive credit, *all essays for this class must be submitted to Turnitin.com through Canvas*. Late submissions to Canvas could be penalized—especially if I have to ask more than once.

Professionalism and maturity: Perhaps this should go without saying, but students will be expected to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time and refraining from toying with electronic devices and chatting with buddies in class. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. We will be discussing some emotionally potent issues, so it will be important for us all to express ourselves carefully and try to keep our cool. Students who fail in this regard might be asked to leave the classroom.

Professionalism and maturity also mean you will take responsibility for coming to class every time, well prepared for class, and it means following directions and meeting deadlines. **Significant problems with this can affect your grade.**

Attendance and Participation: **It is very important that students come to class, every time, and come prepared to participate.** This means that reading assignments should be finished *before* the class period when they will be discussed, and that students should get to class on time to participate in the discussions, see the films, turn in homework,

and/or take quizzes. There will be frequent, often unannounced in-class writing and workshops, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. **Poor attendance and weak participation will significantly reduce your learning experience and your grade.**

Absences: Due to the nature of a hands-on, skills-development class, **absences will be a very serious problem.** The most common reason students fail this class is that they don't show up regularly, and they don't realize how much they're missing or how far they've fallen behind because they don't know what is happening when they're gone. Whether it is arrogance, laziness, illness, or traumatic events beyond your control, the result is the same. Don't let this happen to you! When you absolutely must miss a class, contact a classmate and/or the prof to get caught up. (Rhetorical tip: when doing this, don't ask, "Did I miss anything?")

Late policy

No late homework: I realize everyone has emergencies now and then, but I have found that accepting late homework opens the door to chaos. Therefore: **IN-CLASS WRITING CANNOT BE MADE UP. LATE HOMEWORK WILL NOT BE ACCEPTED, NOT EVEN BY EMAIL OR CANVAS. I do not accept homework electronically even when it is early or on time.** Late homework is any homework that arrives after class begins.

******Please do not ask for exceptions to these policies** because you put me in an awkward position and provoke the ire of your classmates. One reduced grade on an essay or a couple of missed homework assignments will not destroy your grade. Repeated lapses *will* damage your grade.

Late major assignments might be accepted but they are penalized Grades for late essays will be reduced a grade step (e.g. from B- to C+) for every day they are late, and one week late is the limit. This policy provides incentive to meet deadlines, which are even more crucial in the workplace than in school.

Procedures for turning in work: **All assignments are to be submitted on paper** (not just electronically) **in class, at the beginning of class when they are due, unless I tell you otherwise.** They are not to be slid under my office door or into my mailbox, nor sent to me by email.

Extra Credit: I am not a fan of extra credit, as it brings out the worst in many students. However, I will sometimes allow students to do an extra assignment of the "cultural attendance" variety to compensate for a missed homework assignment. Stand by for details on this.

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

ENGL 1A sections 31, 33, 08 Fall 2017

Course Schedule (tentative)

Directions: Except for the first day, whatever follows “**Read**” is what we will discuss in class that day, so you should read it, bring it to class, and be ready to discuss (and be quizzed on) that reading that day. For instance, on T 8/29, you should have read pp. 1-9 and 79-84 in the text, plus an essay called “Homemade Education” that is posted on the course site. The text is *The Norton Field Guide to Writing* 4th edition. Where it says “**DUE**,” that means whatever follows is due at the beginning of class where that appears. If you’re late, so is your paper. Where it says “**(online)**,” that means the reading is posted on the [course Web site](#) (not necessarily on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	F 8/25	Introduction to the Course: Goals and themes. Brief in-class writing. Unit One: Introduction to College Composition, Literacy Narratives <u>Read for today (in class)</u> Sample writing histories, including “Homemade Education”
2	F 9/1	Workshop on revising/editing <u>Read:</u> text 1-9 (writing in college), 79-84 text 83-93 (writing literacy narratives) + 306-317 peer review workshop <u>DUE (bring):</u> plan for revising/editing your literacy narrative (typed) AND <u>your best revised draft of the DSP essay, typed, 2 copies</u>
3	F 9/8	Introduction to Rhetorical Analysis presentations on the readings (pre-assigned) <u>Read:</u> text 26-27 (reading critically overview), 45-52 (developing academic habits of mind) 55-60 (purpose/audience), 64-67 (stance), 367-370 (ethos & pathos) + “Travel as a Political Act,” “Education’s Hungry Hearts,” and “Message to My Freshmen Students” (online) <u>Due:</u> Literacy Narratives (bring a typed hard copy of final draft to class + rough draft + peer review sheet. Submit final draft to Canvas, too) Also: presentations on the readings
4	F 9/15	Unit Two: The Profile Essay and Reading Critically <u>Read:</u> 10-22 (reading critically, annotating) 224-234 (profiles) and “Alex Lin of Rhode Island: A ‘Hero of the Environment’” (online) + “Little Princes” (online) <u>DUE:</u> annotated argument homework, presentations on the readings
5	F 9/22	Writing workshops for profile essays: asking good questions <u>Read:</u> text 251-254, “Martin Curriel: Jefferson Award” (online) Workshop for profile essays: incorporating quotes <u>Read:</u> text 478-490, Martin Curriel interview transcript (online) <u>DUE:</u> quoting homework (must be typed!), topic proposal for profile essay (brief!), presentations on the readings

Week	Date	Topics, Readings, Assignments, Deadlines
6	F 9/29	<p>Writing Strategies: description, dialogue Narrating in a rhetorical context</p> <p><u>Read:</u> text 399-413, 419-427 and Excerpt from <i>Working in the Shadows</i> + “Start Something that Matters” (online)</p> <p><u>DUE:</u> at least 10 interview questions (must be TYPED) presentations on the reading,</p>
7	F 10/6	<p>Workshop for profiles: Structure <u>Read</u> text 233-234 + “Will Allen—Farming Genius” + Solar Future For an Ancient Civilization”</p> <p><u>Peer review workshop, profile essay</u> <u>Read:</u> text 306-7 <u>Due:</u> rough draft of profile essay (2 copies) presentations on the reading</p>
8	F 10/13	<p>Unit Three: Alternative Spring Break/Study Abroad Proposal Guest Speaker(s): Students out in the World (date tentative)</p> <p><u>Read:</u> Alternative Spring Break/Study Abroad readings (online) DUE: Profile Essay packet: final draft, peer review sheet, rough draft, questions + memo (remember Canvas) presentations on the reading</p>
9	F 10/20	<p>Proposals: how to write them, analyzing audiences for proposals <u>Choose Groups for Proposal projects, choose tasks</u> <u>Read:</u> text pp. 235-244 (proposals) + sample audience analysis (Debby Tewa) <u>DUE:</u> Brief project pitch—a place & purpose (bring 2 copies, typed)</p>
10	F 10/27	<p>Planning Proposals for multiple audiences, addressing multiple stakeholders Writing business letters for a “real world audience”</p> <p><u>Read:</u> 259-264 + sample letters (online) <u>DUE:</u> brief topic proposals with individual members’ tasks identified, detailed proposal audience analysis</p>
11	F 11/3	<p>Workshop on researching a place/organization. Workshop on assessing sources, bibliographies <u>Read:</u> text 469-472, 510-548 (skim) <u>DUE:</u> working bibliography on your place/organization (must be typed!)</p>
12	F 11/10	<p>Conferences on ASB Proposals (by group) <u>Peer review workshop, proposals</u> <u>DUE: rough draft of proposal + memo</u> (2 copies)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	F 11/17	Unit Four: Introduce Portfolio/Reflection Essay Assignment , Watch film, discuss DUE: Final draft Proposal packet + memo (remember Canvas)
14	F 11/24	W- F *****Thanksgiving Holiday – (campus closed Th & F)*****
15	F 12/1	Multi-modal Presentations: workshop on using visuals, sound <u>Read:</u> 593-596, 607-615 <u>Peer review workshop, Portfolio/reflection essay</u> <u>DUE:</u> <u>rough draft, including appendices</u> film response
16	F 12/8	Begin presentations <u>Due: written part of presentations (for everyone)</u>
	Final Exam	Finish Presentations <u>Due: Portfolio Essay</u> (remember Turnitin) Section 44: Wednesday, December 13 7:15-9:30 AM (sorry, not my choice!)