

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Composition 1 (GE A2), Section 50, Fall 2017**

**Instructor:** Sally Ashton, MFA  
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**Email:** sally.ashton@sjsu.edu  
**Office Hours:** T-Th 9-10:00am or by appointment.  
**Class Days/Time:** Tu-Th 10:30-11:45am **DATE of FINAL: Monday 12/18, 9:45-Noon**  
**Classroom:** BBC 128  
**Prerequisites:** EPT of 147 or higher, passage of LLD 1 or 2  
**GE Category:** Written Communication A2

### **Course Format**

#### **Classroom-based Course with Required Technology Enhancements**

Students will need a home computer with dependable Internet connectivity to turn in assignments, access texts, out of class online updates and enhancements for this mainstream course.

### **Canvas and MYSJSU Messaging**

Course materials such as the grammar text, syllabus, handouts, and some assignment instructions 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 at <http://my.sjsu.edu> to learn of any updates.

**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.

**To receive credit** for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

**Section 50:** “The Power of the Personal: Finding Your Voice in a Hyper-Connected World.” Closely linked to literacy—the ability to read and write—is “voice,” or how you speak on paper. As the age of the page increasingly gives way to screens and multi-media forms of communication, such technologies as well as increasing globalization place greater demands on the traditional writer and the concept of effective voice. Are you ready to meet these challenges? What *is* effective writing today? In a noisy world, what difference can one voice make? How can you keep up? In this section you will develop effective writing and voice through creative process strategies, support an issue of local sustainability, and locate your voice within a global context.

## **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: 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, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

You will receive frequent evaluations of your writing from me. 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 your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL 1A is also a reading course. You will read a variety of rhetorical and professional works on considered topics. All readings will include useful models of writing for academic, general, and specific audiences.

Diversity: SJSU studies include an emphasis on diversity. Readings for the course will include writers of different genders and from different socio-economic classes.

Final Exam: As part of your final experience in the course, you will create a multimodal “pecha-kucha” style to present to the class on the date of the final. Projects will be related to the primary issues discussed in the course.

Specific assignment descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing.

## Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
In-Class(IC) Essays (3)	400-800 ea.	2,3,4,5
Out of Class(OC) Essays	(4000+total)	
#1 How did I get Here?	1000	2,3,4,5
#2 Writing in the Age of the Machine	1000	2,3,4,5
#3 Writing to Make a Change in the World	700-900	2,3,4,5
#4 Opinion Piece	400	2,3,4,5
Final Reflective Analysis	1000+	2,3,4,5
Multimodal Project	n/a	3,5
Small Assignments; Quizzes	varies	1,5,6,8,9

### Required Texts and Readings: **ALL TEXTS MUST BE THE EDITION NOTED.**

- **SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford** (This is provided FREE through the Writer's Help tab on Canvas. Find it!)
- ***The Curious Writer: Concise Edition***. Fifth Edition; Bruce Ballenger  
ISBN 0-205-87664-1
- **Class handouts and printouts** from class website and online as per my instruction
- **SJSU Campus Reads Selection, 2016: *Hot Dogs & Hamburgers*** by Rob Shindler (all Fall 2017 incoming freshman receive a free copy at orientation. Keep it!)

### Required Materials

- 1 Mead Composition Book, **College Ruled**. No other journals accepted.
- *American Heritage College Dictionary*. Paperback. Or similar portable text.
- 3+ yellow books for in-class essays)
- **Stapler/staples** (all papers *must* be brought to class stapled)
- 1 double-pocket folder
- Regular internet access; Canvas
- The ability to **print** 5 hard copies of most 4-page assignments for workshop, often 20pages/each workshop.

All Bulleted Items are REQUIRED to participate in this class.

### Grading Policy

- All work must be submitted on time.
- Any unexcused late work will be graded down a full letter grade for every day it is late.
- If there is a reason you cannot make a deadline, contact me BEFORE THE DEADLINE.
- You must turn in all assignments to pass the class, even though assignments turned in more than 2 days after the due date will earn a "0".

**Grading: A-F. Note: TO PASS THIS CLASS, students must earn a C- or better**

Letter Grade	Grade Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.00
F	0.0

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. 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.

Other assignments, participation, and quizzes graded in points are converted from your % earned of points possible to a traditional A-F four-point scale.

A word about how I approach grading: I start looking at every composition by asking if it satisfies the requirements of the assignment. If it does, it will earn a satisfactory grade: C. If the composition does more than simply satisfy the requirements, then the grade can move up to a B. An A essay will be fully engaged with the prompt, organized, and thoughtful. However, if the essay does not satisfy the requirements, then the grade moves down to D or F. I will complete a scoring rubric with each graded essay.

## Grade Calculations

Assignment	Word Count	% of Course Grade
In-Class(IC) Essays (minimum 3)	400-800 ea.	20%
Out of Class (OC) Essays-4	3200+ total	50%
Participation	(see below)	10%
Journal (see below)	2000+	10%
Final Portfolio Project	1000-1200	10%

- **Journal:** The handwritten journal is graded on % of total points accrued. Homework and in-class self-assessment, reading responses, and/or directed exercises involving prewriting, organizing, analysis, and revision will comprise part of each day.
- **Participation:** Participation will be graded on % of total points accrued including:
  - Workshops (GELO #4-5)** are an important component of the writing process and your final essay grade. You will bring **5 copies**(or as instructed) to class on the workshop date in order to participate. You will turn in critiqued copies with final essay as instructed: *SAVE* them. *If you miss a workshop, your essay will be graded down. I have zero-tolerance for late arrival on workshop days: You Will Be Asked to Leave.* (20pts each)

**Reading: (CLO #1,5) (GELO #1,4)** English 1A is a reading-based course. You will have reading assignments to complete for almost every class period, and each reading will be accompanied by some form of writing. In addition, all or most of the assigned essays will be related to readings. It is therefore imperative that you complete the readings *prior to each class* and come with your book and Journal Responses prepared to discuss them in class. Occasionally, there may be reading quizzes. All readings in this course address diversity and/or contribute to effective writing strategies. ALWAYS bring your text to class.

**Outside supportive assignments** including worksheets (various pts each)

**Multimodal Presentation: (CLO# 4).** Each student will give a multi-modal presentation to the class on the day assigned for the University Final. (50pts)

**Quizzes: (GELO# 1,3,5)** Occasional quizzes will be based on current writing and/or reading discussions. Quizzes must be taken in class and cannot be made up. Unannounced quizzes may be given at my discretion. (5-20pts each)

**Individual Conference** One mid-term conference with me by appointment is mandatory for each student. (GELO# 1-5) Time tbd. (20pts)

**Classroom engagement:** Participation=actively engaging in class discussion, asking questions, and completing work so that you can contribute to the class. Here is one way to **evaluate your own participation in class:**

A –You don't miss class and are actively engaged; you offer regular and helpful questions and comments based on course content and your own ideas

B –You don't miss class and you engage in active listening; you ask occasional, pertinent questions and comments

C –You don't miss most classes but your attentiveness is questionable and you ask few questions or make few comments.

D –You are late, absent, or unprepared for class. Disengaged

F –You are frequently absent, both physically and mentally. Sleeping.

### Your Responsibility If You're Absent.

- If you miss class, contact a classmate to get notes, assignments, etc.
- It is your responsibility to figure out what's going on and to show up prepared the next class session.
- Please do not ask me to do extra things for you if you choose not to come to class.

**Always bring your Journal and required Texts to class.** These are required for participation. If you're not prepared to contribute to the class, be prepared to be asked to leave for the day.

**Homework format:** (this includes all Essays, and any work unless otherwise noted)

- \* All essays, drafts and final, must be typed, double spaced
- \* Use a 12-point Times Roman font
- \* Use standard MLA essay and heading format. (*Curious Writer* pg 312).
- \* Papers must be single-sided for the teacher (but copies for classmates for peer revision may be double-sided)
- \* Staple your papers BEFORE class. I do not accept unstapled work.(no paper clips, bent corners)

**Academic integrity:** In a word, **PLAGIARISM: DON'T DO IT**

**If you plagiarize,** you will fail the assignment and possibly the course.

Furthermore, faculty members are required to report **all** infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

**My Classroom Protocol: No electronic devices during class time.**

Come to class on time or not at all; don't check your texts while in class; use common sense and respectful behavior toward all. Please do not eat in class.

**Be Fully Present:** Awake. Alert. Prepared. Collegial.

Infractions will result in being dismissed from class should your behavior prove a distraction to me or to your classmates at my discretion.

### **University Policies**

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

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

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists are 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](#)

### **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](#) at <http://peerconnections.sjsu.edu> for more information.

## English 1A Section 50, Fall 2017, Course Schedule

PLEASE NOTE: Subject to change with advance notice from me given in class and follow-up Canvas.  
Check daily.

Syllabus is open for adjustment at midterm at my discretion.

If you are planning travel around post-midterm dates, see me as soon as possible.

*Curious* = *Curious Writer*; *WH* = *Writer's Help*; *Hot Dogs* = Campus Reads Selection

Week	Date	<b>HOMEWORK Deadlines: Readings, Assignments DUE this date</b>	<b>Topics and Considerations</b>
1	Th 8/24	Print out Syllabus and bring hard copy to first class (10 pts)  Canvas assignment: DSP Portfolio link	<b>I. Writing As a Process</b> Course Introductions Syllabus Review Student Questionnaire
2	Tu 8/29	Bring all required materials today. 3X5 picture ID card Reading: <i>Writer's Help</i> Expectations for College Writing; <i>Curious</i> Chapter 1pp. 1-17 Journal: <i>Curious</i> Exercises 1.1, 1.2, complete, and 1.4 (Step One, #1-10)	Text review, <i>Writer's Help</i> Discussion and in-class writing. 1.3 Video: "Code Switching" Writing expectations and situations Instructions for IC Essay #1: Diagnostic
2	Th 8/31	Reading: <i>Curious</i> Chapter 1 pp. 20-34(skip cell phone); <i>Writer's Help</i> : Top Errors Journal: List: What are <i>your</i> Top Errors? <i>Curious</i> Exercises 1.5 & 1.7  BRING: Yellow book, dictionary, pens, Journal with completed exercises	<b>IC Essay #1 Diagnostic</b> "How Did I Get Here?"  Supply Check( <i>Curious</i> , Journal, <i>Hot Dogs</i> )
3	Tu 9/5	Reading: <i>Curious</i> p. 35 & Chapter 2, pp. 36-45 Journal: Exercises 2.2 and Interview and 30 Indispensable Tips response (via email) and Choose one tip on which to reflect.	Reading as Inquiry: Discussion and in-class writing Video: <i>Bard Behind Bars I</i> Return Essay; Post-essay discussion  Small Group coordinator Volunteers!
3	Th 9/7	Due: Typed IC #1, one copy WITH word count at bottom; also post to Canvas Reading: <i>Curious</i> Chapter 2, pp. 47-56;  Journal: Exercise 2.5 Step 1-3.	Assign OC Essay #1 Personal Voice as Point of View/Video  Writing "badly"; Step 4 Small Groups formed
4	Tu 9/12	Reading: <i>Hot Dogs</i> <i>WH</i> Opening Paragraphs <i>Curious</i> p. 57-58 and <i>Curious</i> pp. 360-366 Revision Strategies.  Journal: "Afterword"(56) on both <i>Curious</i> selections you've read, above.	Revision as Process; Openings; In-class writing Peer Review discussion;

4	Th 9/14	DUE: 5 copies(total) of OC #1 complete Draft with Word Count and bring printed, stapled copy of original DSP Literacy Narrative. Reading: <i>Curious</i> p. 87-88 “Workshopping” <i>WH</i> Closing Paragraphs	<b>Workshop:</b> Groups of 5, assigned for semester. Conclusions
5	Tu 9/1	<b>OC Essay #1 DUE: with all required artifacts (see prompt)</b> Reading: <i>Curious</i> p. 60 & Chapter 3 pp. 61-67  Journal: Afterword on p. 61-67	<b>II. Power of the Personal Voice</b> Video: The Personal Essay: Discussion and in-class reading/writing; p.70-72 (Personal Essay 2) Journal: p. 72 “Inquiring Into the Essay” #1-4 Small groups. JOURNAL self-check
5	Th 9/21	DUE: Bring <i>Personal Essay</i> Printout Read: <i>Curious</i> 74-76 And <a href="#">If An Algorithm Wrote This, How Would You Even Know.</a> Journal: Take the quiz found in the article	Mediating the Machines : Topics and techniques; Image Video: Discussion, writing, small groups: Listing, Fastwriting; Exc. p 68
6	Tu 9/26	Reading: <i>Personal Essay</i> printout. Read intro and essay, “Spare Change” Journal: Reading Responses #1-3	Understanding Narratives: Scene, dialog, action, detail In-class writing; Visual Prompts
6	Th 9/28	Reading: <i>Curious</i> pp. 79-83 “Narrowing Down” Journal: p. 79 “What’s Promising Material” all 3 points. Choose your anecdote for today’s IC essay. THEN answer p. 81 “Questions for Reflection” bullets 1-3	<b>IC Essay #2</b> Draft 1, “Writing in the Age of the Machines”  BRING: Yellow book, dictionary, pens. Journals will NOT be used for this draft, but bring Journals for My Review.
7	Tu 10/3	Reading: Personal Essay “When Dreams take Flight” Journal: RR # 1, 2, 3, 6	SIGN UP for midterm conference time. Elements of Narrative Hand back IC #2 and Assign <b>OC Essay #2</b>
7	Th 10/5	DUE: Typed original IC # 2 with word count/Canvas and p. 84 “Evaluating Your Own Sketch” #1-2 exercises completed <u>on your typed draft</u> .  Reading: <i>Curious</i> 82-87 Journal: Respond to “Reflecting on What you Learned”	<b>Workshop:</b> Draft 1 Flash Review In-class Journal writing <b>QUIZ</b> : Narrative
8	Tu 10/10	Reading: Personal Essay Printout 110-111 <i>Writer’s Help</i> : Commas, Semi-colons, Colons, and Developing Paragraphs Bring <i>Hot Dogs</i>	Techniques of narration Fiction vs Memoir Grammar Issues: Punctuation : ; , Paragraphs Review <i>Curious</i> 382-383
8	Th 10/12	DUE: 5 copies(total) of Personal Essay complete draft/Canvas Reading: <i>Curious</i> pp. 88-90; Journal: p. 90 “Polishing the Draft”: freewrite paragraph: Which checkmarks are you still concerned with?	<b>Workshop</b> <b>QUIZ</b> : Punctuation <b>Review CONFERENCES</b>

9	Tu 10/17	Reading: <i>Curious</i> Ch. 6 pp. 162-178 Journal/Canvas: 6.1 Step 1, 2, 3 using the Handout, not the “letter.”	<b>IV Personal Voice/Global Citizenship</b> Issues of Argument & Authority In-class writings, Handout
9	Th 10/19	<b>MIDTERM CONFERENCES held in my office/NO CLASS MEETING</b> <b>Journal DUE</b> PLEASE NOTE: Syllabus open for revision at midterm at my discretion.	CONFERENCES: Sign up for INDIVIDUAL 10 minute slot. tbd Appointments held in my office, FO 222 Handout “Short Story”
10	Tu 10/24	<b>OC Essay #2 DUE</b> Reading: <i>Curious</i> pp. 178-179 and 274-288 Journal/Canvas: 9.1 Step 1 and 3 Writer’s Help assignment	Understanding/Evaluating Arguments Citing Sources and Plagiarism In-class writing
10	Th 10/26	Reading: Loye Young/Canvas Journal: Canvas	Citing Sources and Plagiarism In-class writing Summarize essay; Paraphrase par. 1; Choose one quote <b>QUIZ</b> Argumentation
11	Tu 10/31	DUE: Loye Young response/Canvas Reading: <i>Curious</i> Chapter 5 pp. 127-136 <a href="#">The United Nations World Millenium Goals</a> Journal: p. 136 #1 & 2	<b>III Personal Voice = Personal Power</b> <i>COMP</i> Handout; <i>Spartan Daily</i> Assign OC #3 <b>Proposing a Solution</b>
11	Th 11/2	Reading: <i>Curious</i> p. 382-383 and <a href="#">The United Nations World Millenium Goals</a> Journal: Find, copy, and cite( <i>Curious 304</i> ) a clear definition of Sustainability.	In-class writing, <i>UN website</i> Small Groups
12	Tu 11/7	Reading: <i>Curious</i> 145-149 Journal: <i>Curious</i> p. 146-147 All Listing, Fastwriting Prompts, and one Visual Prompt Topic DUE: Create in class today (3X5)	Identifying a problem: Topics, stance, audience, Scope Discussion, in-class writing (147-151)
12	Th 11	DUE: 1 hard copy OC #3 Proposal Sketch (using format p. 149) AND post on Canvas. Read <i>Curious</i> pp. 149-155	<b>Flash Workshop;</b> Writing Lab; 148 “Know Your Reader;” Drafting
13	Tu 11/14	DUE: 5 copies(total) OC #3 Proposal AND post on Canvas -One Slide to Canvas Read <i>Curious</i> 155-160; Class Readings Journal: p.154-155 Methods of Development: All Bullets	Group WORKSHOP: Leads; Support Discuss OC #4 Opinion Piece  <b>QUIZ</b> Proposal
13	Th 11/16	<b>OC Essay #3 Formal Proposal</b> (word count 900+) <b>and</b> Post to canvas But first, Review p. 157 “Polishing” Bullets.	Writing Lab

14	Tu 11/21	DUE: One copy(total) of <b>Opinion Piece</b> complete draft(300-500) stapled to a blank piece of paper.	<b>Flash Workshop</b>
14	Th 11/23	Thanksgiving Holiday! No Classes~	Help wash the dishes. Tell someone “Thanks!”
15	Tu 11/28	<b>OC #4 Opinion Piece</b> (word count 375-500) <b>Journal Self check.</b> Read <i>Curious</i> p. 346-354 Journal: Afterword to the reading	<b>V Final Portfolio and Multi-modal Project</b> In-class work Introduce Reflective Analysis/ Prompts/portfolio guidelines <b>Assessment Workshop</b>
15	Th 11/30	Reading: In-class Handouts Journal: In-class  DUE: Portfolio Artifacts(graded essays, grade rubrics, Journal) MultiModal script draft	<b>Writing Lab:</b> Essay #4: Reflective Analysis –Rhetorical devices and critical thinking skills for personal reflection
16	Tu 12/5	DUE: <b>Typed/Turn in:</b> formal outline as per <i>Writer’s Help/Planning/Formal Outline</i>  Bring Yellow book, dictionary, pens, PROMPT	<b>IC Essay #4 Reflective Analysis</b>
16	Th 12/7	<b>LAST DAY OF CLASSES</b> <b>JOURNAL DUE</b> DUE: 5 copies(total) Reflective Analysis Due	WORKSHOPS
Finals	MON 12/18 9:45- NOON!!	<b>UNIVERSITY FINAL DATE</b> <b>OC #4 Final Portfolios Due to Canvas</b>	Wrapping it up.... <b>Class Presentations(50 points)</b>
		<i>Have a Wonderful Winter Break!</i>	<i>Relax! Enjoy~</i>

Final Exam Schedule <http://info.sjsu.edu/static/policies/final-exam-schedule-fall.html>