

**San José State University**  
**Department of English & Comparative Literature**  
**English 1A - Composition 1 - Section 88 - Fall, 2017**

**Course and Contact Information**

<b>Instructor:</b>	David Perez
<b>Office Location:</b>	FOB 222
<b>Telephone:</b>	408-924-4210
<b>Email:</b>	david.perez@sjsu.edu
<b>Office Hours:</b>	Tuesday / Thursday 6:00-7:15 pm
<b>Class Days/Time:</b>	Tuesday / Thursday 4:30-5:45 pm
<b>Classroom:</b>	BBC 126
<b>Prerequisites:</b>	Successful completion of <i>Reflection on College Writing</i>
<b>GE/SJSU Studies Category:</b>	GE area A2: Written Communication 1

**Course Management 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**

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.

**Section 88**

This course asks you to bring your own distinctiveness to the process of literary analysis by finding your own style or “voice” as a writer and applying it to an issue or controversy within one of the following themes: Privilege, Sustainability, Globalization, Culture, Technology or Identity. You will examine the ways in which information technology in the 21<sup>st</sup> century has affected the traditional processes of debate and argumentation. Our goal is to understand these effects and to find ways of effectively weighing in on issues that affect our lives that take recent influential technological developments into account. To meet these goals, you will participate in regular class discussion that will help you process readings, lecture and other materials; write a minimum of 4 essays, which will include at least one rewrite; address instructor feedback on each subsequent essay; and work in a small group setting to identify a question or problem within a common theme and create a presentation that either develops this question or examines the nature of the problem.

Upon successful completion of this section, students will be able to:

1. Compose written literary analysis using their own distinctive voice, while observing conventions appropriate to their goals, audience and context.
2. Develop and express original and complex ideas using various media forms including but not limited to video, podcast, web pages and slideshow presentation.
3. Communicate effectively with peers to identify a common interest, opinion, or position within a debate. Then work with peers to clearly articulate well developed ideas using some of the media forms listed above.

### **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, 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.

Written Assignments: The written assignments below will help you to develop your skills in terms of composition and argumentation through practice. Emphasis is placed on the importance of pre-writing, organization, and revision based on instructor feedback, which will point out where your writing is successful as well as where it could use improvement.

1. Formal essays: The course requires 3 essays and at least one revision essay. On each paper you will receive instructor feedback that will help you take advantage of what is already working in your writing and address challenges as you start on each subsequent essay.

Formal essays will be graded according to the following criteria:

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.

2. Informal writing: Either in class or on Canvas you will submit weekly short writing assignment that ask you to reflect on course readings, materials, lecture and discussion. These assignments will help you develop ideas that you are encouraged to share in class discussion.

Reading Quizzes: You will be asked to take short reading quizzes either in class or through Canvas.

Multimodal Presentation: In a small group setting, you will work with peers who have all chosen the same course theme to produce a multimedia presentation. Presentations will be given on the day of the final exam.

Discussion Facilitator: Your small group will also be responsible for leading a class discussion that outlines the particular question or problem you have identified as your focus within your chosen theme. This discussion should not only make your issue accessible to the class, but also invite them to contribute their own ideas. Discussions draw upon articles from your course reader (A Reader for Writers).

Class Participation: When others are facilitating discussion, you are expected to contribute your own ideas, questions or comments, and in general participate in the conversation.

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Formal essays (3)	1000 ea.	1-5
Essay revisions (1-2)	1000 ea.	2,3,5
Informal writing (10-15)	300 ea.	1,3
Quizzes	N/A	1
Multimodal Presentation	N/A	1,4
Discussion Facilitator	N/A	1,4
Class Participation	N/A	1,4
Final Writing Portfolio	1000	1-5

## Required Texts

### Textbooks

- “They Say / I Say with Readings 3<sup>rd</sup> Edition” ISBN: 978-0-393-61744-3
- Any **ONE** of the following readers (**do not purchase all readers**):
  - Poverty/Privilege: A Reader for Writers ISBN: 978-0199361250
  - Sustainability: A Reader for Writers ISBN: 978-0199947508

- Globalization: A Reader for Writers ISBN: 978-0199947522
- Culture: A Reader for Writers ISBN: 978-0199947225
- Technology: A Reader for Writers ISBN: 978-0199340736
- Identity: A Reader for Writers ISBN: 978-0199947461

### Other Readings

All other course readings will be available on Canvas (“Readings” folder from the “Files” menu).

### Other technology requirements / equipment / material

1. Access to a computer with a reliable Internet connection
2. An email address that can be checked on a daily basis
3. A Canvas account

### Grading Policy

Grading for each assignment is based on percentage out of 100%. The different assignment groups are listed below, along with their weight toward your final course grade. Letter grades break down as follows: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-0% = F. Grades available on Canvas for all assignments. All papers submitted through Canvas. Assignment weights break down as follows:

- Formal Essays / Revisions – 30% of total grade
- Multimodal Presentation (final exam) – 20% of total grade
- Informal Writing / Quizzes – 20% of total grade
- Discussion Facilitation – 10% of total grade
- Class Participation – 10% of total grade
- Final Writing Assessment Portfolio – 10% of total grade

Please note that all work must follow all assignment instructions and be submitted on time in order to receive credit. If you do not submit an assignment and do not contact me to ask for an extension at least one full day before an assignment is due, it will not receive credit. Also note that students must receive a C- or higher to pass the course.

### Classroom Protocol

Attendance: Students may be dropped if they do not participate during the first day of class without making prior arrangements with the instructor. Students may also be dropped for missing 2 class meetings. If you are not pre-enrolled, be aware that the class may be full or may require you to sign up on a waiting list. If you are enrolled and decide you do not want to stay in the class, **you are responsible for dropping the class. The instructor is not responsible for dropping you if you stop coming to class.** If you stop coming to class and you do not drop yourself, you may receive an F in the course.

Participation: Students are expected to participate in class discussions. This means working with other students and responding to questions from the instructor. It also means completing all in-class assignments.

Electronic devices: Students are asked to avoid the use of cell phones or other electronic devices in class unless otherwise instructed to do so for an in-class assignment. Students who use electronic devices in class may receive a point deduction for lack of class participation. In the case of a legitimate emergency, students are permitted to excuse themselves from class in order to use their devices.

Behavior: Students are asked to communicate in a respectful and courteous manner. While debate and disagreement are part of the learning process, harassment or the use of derogatory language will not be tolerated.

### 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>.

Please visit this link to the Frosh English webpage for other relevant policies:  
[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

### Course Schedule: ENGL 1A / Composition 1, Fall 2017

Note that the course schedule is subject to change with fair notice. Notice will be conveyed either in class or via Canvas announcement. **Unless otherwise specified, there will generally be a quiz and/or informal writing on all readings during the next class meeting after the reading is assigned** (for example, if a reading is assigned on Tuesday, August 29 there will be a quiz and/or informal writing on that reading on Thursday, August 31). Quizzes and informal writing may also be assigned as homework to be submitted through Canvas.

#### Course Schedule

Week	Date	Topics	Assignments / Homework
1	Tues. 8/22	No class	
1	Thurs. 8/24	Course Introduction	Read syllabus and obtain all course materials except for “A Reader for Writers.”
2	Tues. 8/29	<b>Unit 1: Metacognition Intro – Assumptions and awareness</b>	Read “Rat Park” & “The Neurology of Free Will.” + Submit informal writing on course themes.
2	Thurs. 8/31	Neurology, habits and assigning responsibility	Read “Brainology” and listen to “This is Water.”
3	Tues. 9/5	Fixed versus growth mindsets + Themed group announcements	<b>Begin draft of Essay 1. + Purchase “A Reader for Writers” on your assigned theme.</b>
3	Thurs. 9/7	Themed group meeting 1. Discuss topics/strategies for multimodal presentation.	Read “They Say/I Say” Introduction and Part 1 (p.1-51) - Discussion, quiz, informal writing on Thurs. 9/14
4	Tues. 9/12	Unit 1 reflection and assessment + Essay 1 peer review	<b>Bring printed draft of Essay 1 to class for peer review on Tues. 9/12.</b> + Finish reading “They Say/I Say” Introduction and Part 1.
4	Thurs. 9/14	<b>Unit 2: Composition &amp; Argumentation Intro – Argument mapping</b>	Read “They Say/I Say” Part 2 (p.55-104)
5	Tues.	Essay rubric workshop – clarifying and	Read “Lean In” by Cheryl Sandburg and

Week	Date	Topics	Assignments / Homework
	9/19	modifying our criteria	“Beyond Lean In” by Bell Hooks (642-674)
5	Thurs. 9/21	Balancing rigor and “heat” in critical analysis	<b>Essay 1 Due Fri. Sept. 22 (all formal essays submitted through Canvas)</b> + Read “They Say/I Say” Part 3 (p.105-162)
6	Tues. 9/26	Considering examples: Metacommentary and voice	Post article title and page number of your choice from “A Reader for Writers” to themed group discussion board.
6	Thurs. 9/28	Considering examples: Structure and style	Read all articles posted by the members of your small group (see themed group discussion board).
7	Tues. 10/3	Themed group meeting 2. Discuss facilitating class discussion and choose reading to assign. + Sign up for discussion facilitation day.	<b>Inform professor of the reading you wish to assign for the day of your discussion facilitation.</b>
7	Thurs. 10/5	<b>Unit 3: Argumentation in the 21<sup>st</sup> Century Intro – Death of the nightly news</b>	Listen to “Let’s Know Things: Political Omnivores” + readings TBD (readings for this unit will be based on current events and in-class discussion)
8	Tues. 10/10	Social media and circular debate + Sign up for one-on-one conference with professor.	Listen to “Let’s Know Things: Intellectual Exhaustion” + readings TBD
8	Thurs. 10/12	Evidence, bombardment, and compassion fatigue + Essay 2 peer review	Listen to “Let’s Know Things: Doxing” + readings TBD + <b>Bring printed draft of Essay 2 to class for peer review on Tues. 9/12.</b>
9	Tues. 10/17	From debate to doxing – the rebirth of ad hominem attacks	Listen to “Let’s Know Things: Cultural Appropriation” + readings TBD
9	Thurs. 10/19	Unit 3 reflection and assessment	<b>Essay 2 Due Fri. Oct. 20</b>
10	Tues. 10/24	One-on-one Conference Week – No class	Make your scheduled appointment on time
10	Thurs. 10/26	One-on-one Conference Week – No class	Make your scheduled appointment on time
11	Tues. 10/31	<b>Unit 4: Themed group discussions – Themed group meeting 3. Finalize your approach to your reading/discussion.</b>	Read articles assigned by groups 1 and 2.
11	Thurs. 11/2	Groups 1 and 2 facilitate discussion.	Read articles assigned by groups 3 and 4.
12	Tues. 11/7	Groups 3 and 4 facilitate discussion.	Read articles assigned by groups 5 and 6.
12	Thurs.	Groups 5 and 6 facilitate discussion.	Read articles assigned by groups 7 and 8. +

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments / Homework</b>
	11/9		<b>Essay 2 Revision Due Fri. Nov. 10</b>
13	Tues. 11/14	Groups 7 and 8 facilitate discussion.	Video examples of multimodal presentations TBD
13	Thurs. 11/16	Unit 4 reflection and assessment	Video examples of multimodal presentations TBD
14	Tues. 11/21	Considering examples of multimodal presentation	Video examples of multimodal presentations TBD
14	Thurs. 11/23	No class – Thanksgiving holiday	(none)
15	Tues. 11/28	Themed group meeting 4 – process feedback from group discussion	Post to themed group discussion board re: multimodal presentation.
15	Thurs. 11/30	Themed group meeting 5 – strategizing for multimodal presentation	<b>Essay 3 Due Fri. Dec. 1</b>
16	Tues. 12/5	Multimodal presentation preparation	Post to themed group discussion board re: multimodal presentation.
16	Thurs. 12/7	Multimodal presentation preparation	Post to themed group discussion board re: multimodal presentation.
Final Exam	Wed. 12/13	Room BBC 126 from 2:45-5pm	<b>Final Writing Portfolio Due Fri. Dec. 15</b>