

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 30, Fall 2018**

**Course and Contact Information**

<b>Instructor:</b>	Joseph Navarro
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<b>Office Hours:</b>	Monday and Wednesday : 11-12:00 pm and 3-4:00 pm
<b>Class Days/Time:</b>	Monday and Wednesday : 12:00-1:15 pm
<b>Classroom:</b>	Boccardo Business Center 124
<b>Prerequisites:</b>	Reflection on College Writing

**Satisfying EO 665**

If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. English 1A is one of the two courses that satisfy this requirement.

**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.

**Textbook**

*Local Actions: Cultural Activism, Power, and Public Life in America.* Ed. Melissa Checker and Maggie Fishman. Columbia U P: New York. 2004

**Other Readings – Located on Canvas**

**Other technology requirements / equipment / material**

- Flash Drive / Cloud Storage / Personal Email Account (3 save points)
- Internet Access
- Laptop or Desktop Computer (there are also several computer labs on campus)

**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 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.

All written work must...

- ...be submitted to the correct folder on the SJSU Canvas portal for this course.
- ...be fully formatted according to MLA standards.
- ...meet the minimum word count to be considered for full credit.

### Assignment Word Count and Learning Goals

Assignment	Word Count/Content Requirement	GELO	Points
<i>Essays</i>			
Unit 1 – Pro/Con Essay and Rhetorical Analysis Essay			
- Topic Proposal	500 Words	2	30
- Outline	16 Claims		30
- Draft	500 words	2	30
- Peer Review	See draft.	2	30
- Final	<b>1000 x 2</b>	4, 5	75 x 2
Unit 2 – Argument Essay and Visual Process Write			
- Topic Proposal	500 Words	2	30
- Outline	18-20 Claims	2	30
- Annotated Bibliography	Annotated Bibliography = 4 primary/secondary resources; 2 paragraphs each: 1) summarize the source, 2) how you will use the source	2	30

- Draft	1000 words	2	30
- Peer Review	See draft.	2	30
- Final	<b>1500</b>	1, 2, 4, 5	100
- Photo Narrative	Visual Outline and Script	4	50
- Digital Short	Short video presenting your argument for the semester. 5 minutes in length, minimum.	4	50
<i>Additional Work</i>			
In class reading / writing / group activities	300-500 words each	1,3,4,5	30
Portfolio and Process Letters	500 words each  Include: 1. Final draft of 1 essay 2. Alternative Research Project	3, 5	100
Critical Response (x4)	500 words each	1, 3, 4, 5	

## Portfolio

Students will complete an assessment based portfolio for the final exam.

## Essay Stages, In-Class Assignments and Critical Responses

1. We will undertake a number of writing assignments pertaining to readings, videos, podcasts, and other forms of media. Students may write their work in class and submit later that night. All work, both in and out of class, must be submitted to its proper drop box.
2. Students will write three 500 word minimum critical responses, a fourth with be open for extra credit.
3. Essay Staging Minimum Requirements- all submissions must be in full MLA format
4. Outline
  - 6 claims
  - 1 thesis
2. Topic Proposal
  - 500 word minimum, free write
2. Annotated Bibliography
  - Two full formatted source entries
  - One paragraph summarizing
  - One paragraph explaining how you will utilize
2. Rough Draft
  - 2 full pages, day of work shop in order to take part in Peer Review
2. Peer Review
  - 2 x 250 peer review responses

## **Research Workshop**

The Research Workshop will run the first and second week of the course. It will provide a baseline for you to begin the process of finding sources and developing an argument within this course. It is highly recommended that you do not miss the first two weeks of the semester.

**Last Day to Drop: August 31st**

**Last Day to Withdraw: November 16th**

## **Three Essays**

1. ProCon essay (1000 words, 1 sources, APA)
2. Rhetorical Analysis essay (1000 words, 2 sources, MLA)
3. Argument essay ( 1000 words, 3 sources, MLA/APA/CMS)

## **Essay Minimum Requirement – Automatic Point Reduction**

- (- 10) under minimum word count, additional (-10) if under 50% of count
- (- 5) per MLA/APA/CMS section– Heading / Body / Work Cited
- (- 5) per missing Primary or Secondary source

## **Peer Review Response (2 x 250 word minimum per essay)**

Students will be required to submit two peer review responses for each essay. During the workshop session for each draft, students should take notes and record feedback. Students will then write two, 250 word responses to their peer's essay that was shared during the workshop.

## **Visual Narrative**

- Photo Narrative – an outline and script for your video short. You will pull Claims from the outlines you use to develop your three essays. The Evidence used will be media, images, etc.
- Digital Short - once you have completed your Outline and script, you will record an audio track of the script. You will add this to video editing software that we will review in class and create a short documentary of your argument for the semester.

## **Critical Responses x 3 (+1 for extra credit)**

Complete three Critical Responses based on readings from chapters 2-10 in the text book. A fourth will be available for extra credit. Each response must be in MLA format, with citations. The responses should be based

on the ideas and concepts that have been discussed in class, applied to the readings of your choice of chapter's 2-10 from the textbook. In 500 words, update us on:

- One or all of the Stakeholders
- The Issue. Is it still a problem?
- The Faultline. Are there new stakeholders with conflicts toward the issue?
- A relevant issue in another region or in California. Is this Issuing occurring in other places and areas of the country?

### **Process Write x 5**

Complete four 500 word responses on your writing during the course of the semester. Speak about the ideas and concepts from the lectures and class discussions. Discuss how your current essay is coming along. What are you having issues with? What is going well? What are the quality of your resources? What do you still need to do? What issues with time management, are you having? What are you going to do to complete the work in time?

### **Grading Policy**

\*Student's must receive a "C-" or higher in order to pass this 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.

1. "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.
2. "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.
3. "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.
4. "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.
5. "F" essay does not fulfill the requirements of the assignment.

### **Extra credit**

- A fourth critical response will be accepted for extra credit. This is option is only available if you have completed the first three critical responses.
- A final round of revisions will be made available after the Final Draft is graded. Students may revise for an additional 10 points towards the paper's final grade.

## Late work

- *Late work is accepted if you reach out to me and communicate the issue at hand. The only way late work will be accepted, past the due date and without communication, is in the case of an emergency. If there is an emergency, you must provide written documentation.*
- There are four units to this course that are centered on each essay. Work that is submitted past its unit, will receive an automatic ten point reduction, per new unit.

## Classroom Protocol

### Attendance

- San Jose State University mandates, “Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](#).” At the same time, all of the essays are contextualized through in-class lectures, discussions, activities, and writing. Failure to attend class at over a 20% rate will directly impact your performance in this class.
- You are adults, if you need to leave early or if you arrive late, please do so on your own accord. Later, send me an email and explain what the issue is.

### Respect and Participation

- No one has to like anyone, but everyone has to work together.
- Please bring your laptops, tablets and cell phones to class. Keep the volume off on all electronic devices. If you have an emergency, please step outside at your volition.
- If the discussions are not engaging the subject matter, we will switch to in-class writing assignments.

### Safety

- In the case of a fire or active harmer situation, we will review the necessary steps to ensure our safety.
  - Note the correct evacuation procedures and exits
  - Understanding the necessary options in the case of an active harmer scenario
    - Run/Hide/Fight

### 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>. Additional information, includes:

- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Services

### Course Calendar

Calendar is located on Canvas > Files. Note, the instructor reserves the right to make changes to the course syllabus and overall structure, at any point in the semester. Students will be informed directly from the instructor via email and in-class when any adjustments are made.