

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 41, Fall 2018

Course and Contact Information

Instructor:	Dr. Kristian O'Hare
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Office Hours:	MW 10:45am-11:45am; and by Appt.
Class Days/Time:	MW 1:30-2:45pm
Classroom:	BBC 221
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Faculty Web Page and Canvas 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.

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.

GE Learning Outcomes (GELO)

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.

Required Texts/Readings

Course readings are available on Canvas and online.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Reading

English 1A is a reading intensive course, and you will be required to complete reading assignments frequently. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. All reading must be completed by the beginning of each class period. Many of our in-class activities and major assignments will relate to the assigned selections. In addition, you must submit reader responses, which will be turned in periodically throughout the semester (as noted on the schedule).

Writing

This is a composition course—every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. You must complete all major assignments (all essays and the multimodal project) to pass the class.

Peer Edit Workshops

Workshops are an important part of the writing process; they give you the opportunity to get valuable feedback from your peers. Bring three copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. If you miss a workshop, your essay will be graded down one full letter grade.

Class Participation

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. Absences and lateness will affect your grade because you will be missing class material and/or in-class activities. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary.

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

ASSIGNMENTS	Word Count	GELO
Essay #1: Literacy Narrative	750	2, 3, 5
Essay #2: Textual Analysis (rough draft, revision, & final draft)	1250-1500	1, 2, 3, 5
Essay #3: Synthesis (rough draft, revision, & final draft)	1500-1750	1, 2, 3, 4, 5
Essay #4: Persuasive Argument (rough draft, revision, & final draft)	1750-2000	1, 2, 3, 4, 5
Portfolio Self-Reflection	500	1, 2, 3, 4, 5
In-Class Writings, Grammar Exercises, Prewriting activities, Group Discussion Questions/Responses, Peer Review Workshops, & Summary Writing	1500	1, 2, 3, 4, 5
Oral Presentation	N/A	1, 2, 3, 4, 5

Grading Policy

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."

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.

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.

Unless I make changes and announce otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as followed:

Your grade will be determined by the following:	Percent of Final Average
in-class writings, grammar exercises, group work, summary writing, participation	20%
Essay One – Literacy Narrative (2-3 pages)	10%
Essay Two – Textual Analysis (3-4 pages)	15%
Essay Three – Synthesis (3-4 pages)	15%
Essay Four – Persuasive Argument (5-6 pages)	20%
Self-Reflection/Portfolio	10%
Oral Presentation	10%
Total	100%

Classroom Protocol

All students are expected to treat everyone in class with respect and in general to behave in a reasonable, responsible, and courteous manner at all times. This means observing the customary rules that govern polite, civilized behavior. I expect everyone to do the following:

- Arrive promptly and stay in the classroom for the duration of the class meeting, unless you are ill or have an emergency; this holds true for all classroom activities. If you must leave class early for some reason, please let me know in advance.
- Do the reading and writing assignments before class time so that you come to class prepared to contribute to and participate in discussions.
- Do not talk, read, sleep, or do other work during class. When someone is talking, you should listen attentively, and when you are talking, you should address yourself to your group or to the class.

Attendance

University policy F69-24: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.”

Canvas

Much of the course materials will be posted on Canvas: syllabus, readings, and assignment sheets. Class announcements will be made through Canvas as well. Be sure to check your account daily. Unless otherwise stated, your completed weekly writing assignments will be submitted through Canvas.

Late Policy

Assignments are due at the beginning of the class for which they are due. **NO LATE PAPERS WILL BE ACCEPTED.**

University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, student success resources, etc. <http://www.sjsu.edu/gup/syllabusinfo>.

ENGL 1A, First-Year Writing, FALL 2018 Course Schedule

Reading assignments must be completed by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class and on Canvas. Bring the texts we are using for the day with you to class.

Date	Readings, Assignments, Deadlines
W Aug 22	Introductions Lecture: Annotation Read out loud and annotate Alexie’s “Joy of Reading and Writing”
M Aug 27	Lecture: Critical Reading Discuss Douglas’s “Learning to Read and Write” and X’s “Learning to Read”

W Aug 29	Lecture: Responding Critically Discuss Rodriguez's "Aria: A Memoir of a Bilingual Childhood" 1st Writing Assignment Handout: Literacy Narrative In-class Freewriting
M Sept 3	LABOR DAY-NO CLASS
W Sept 5	Peer Edit Workshop: Literacy Narrative Essay Students Bring 3 Copies of Literacy Narrative Essay Rough Draft
M Sept 10	DUE: LITERACY NARRATIVE ESSAY Lecture: Summary Writing Discuss Carr's "Is Google Making Us Stupid"
W Sept 12	Summary Writing Activity Discuss Turkle's "Connectivity and Its Discontents" Watch Turkle TedTalk
M Sept 17	Summary Writing Activity 2nd Writing Assignment Handout: Textual Analysis Discuss: Pinker's "Mind Over Mass Media"
W Sept 19	Lecture: SOAPStone/Analysis Discuss: Pariser's "When the Internet Thinks it Knows You" Watch Pariser TedTalk
M Sept 24	Lecture: Thesis Statement Lecture Discuss: Alice Mathias's "The Facebook Generation"
W Sept 26	Peer Edit Workshop #2: Textual Analysis Students Bring 3 Copies of Textual Analysis Rough Draft
M Oct 1	DUE: TEXTUAL ANALYSIS ASSIGNMENT Thesis Statement Exercises Discuss: Devor's "Becoming Members of Society: Learning the Social Meanings of Gender"

W Oct 3	Topic Sentences Exercises Discuss: Kimmel's "The Guy Code" (first half) Watch Tony Porter's TedTalk "A Call to Men"
M Oct 8	Lecture: PIE Method Discuss: Kimmel's "The Guy Code" (second half) Discuss: Gibbs' "When Violence Turns Criminal"
W Oct 10	Lecture: Transitional Words and Phrases 3rd Writing Assignment Handout: Synthesis Essay Discuss: Kristof's "The Boys Have Fallen Behind"
M Oct 15	Lecture: TBA Discuss: Sommers' "The War Against Boys"
W Oct 17	Peer Edit Workshop #3: Synthesis Students Bring 3 Copies of Synthesis Rough Draft
M Oct 22	One-on-One Conferences—NO CLASS MEETING
W Oct 25	One-on-One Conferences—NO CLASS MEETING
M Oct 29	Lecture: Argument Discuss: Kotkin's "The Changing Demographics of America" Assignment: SYNTHESIS ESSAY DUE 4th (and final) Writing Assignment Handout: Argument
W Oct 31	Lecture: Argument Cont'd Discuss Stephens' "Social Media Helps Black Lives Matter Fight the Power" Look at following sites: Black Lives Matter, Campaign Zero, NAACP Criminal Justice Fact Sheet
M Nov 5	Lecture: Grammar/Mechanics Issues/Common Errors Discuss Coates' "The Paranoid Style of American Policing"
W Nov 7	Lecture: Subordination/Coordination Discuss: Coates' "The Near Certainty of Anti-Police Violence"

M Nov 12	VETERAN'S DAY—NO CLASS
W Nov 14	Lecture: MLA/Citing Sources Discuss: Krauthammer's "In Plain English: Let's Make It Official"
M Nov 19	Discuss: Vargas's "My Life as an Undocumented Immigrant" and Cepeda's "Jose Antonio Vargas's Lies Deserve No Sympathy" Watch Vargas's TedTalk
W Nov 21	Peer Edit Workshop (Rough Draft #1) Handout: Self-Reflection
M Nov 26	Watch MTV Documentary "White People"
W Nov 28	Peer Edit Workshop (Rough Draft #2)
M Dec 3	PRESENTATIONS
W Dec 5	PRESENTATIONS
W Dec 12	DUE: Portfolio and Self-Reflection!