

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A Section 47, Fall 2018**

<b>Instructor:</b>	Chris Garrecht-Williams
<b>Office Location:</b>	Faculty Offices 220
<b>Email:</b>	<a href="mailto:christopher.garrecht-williams@sjsu.edu">christopher.garrecht-williams@sjsu.edu</a>
<b>Office Hours:</b>	TTH 1:30-2:30 & By Appointmentx
<b>Class Days/Time:</b>	TTH 3:00 – 4:15
<b>Classroom:</b>	BBC 122
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I

**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.

But what is a rhetorical situation? Every day, with or without realizing it, you participate in a series of rhetorical exchanges. Perhaps a friend is trying to persuade you to go for a pizza while your mom has been telling you to eat more vegetables. When you turn on the TV the President is using his peculiar rhetoric to excite a crowd, or perhaps Apple is trying to convince you it's time for an upgrade. Someone is always trying to sell you something.

In all of these scenarios, rhetorical strategies are being used to encourage you to see things a certain way. In this class we are going to use and develop our critical reading and writing skills to better understand these strategies and how they work. We will analyze a range of texts (from essays to audio-visual texts) which will focus on the forces that surround us on a daily basis: each of our unique cultural experiences, advertising and the popular culture we consume, and how those around us have been shaped by the two.

As we read, we will assess how the rhetorical tactics the authors use work and how effective they are. As we try to understand how these authors use language and visual cues to persuade an audience to agree with them, we will also look at where these texts sit within a wider context – whom are the authors responding to, whom are they challenging, whom do they agree with?

Armed with greater knowledge of the context of the debate and informed via a rigorous research process, you will be able to use your own selection of rhetorical tools and tactics to present and advocate for your opinions. So while we will be looking at how others exercise influence over us through their words, what I'm most interested in is what YOU think, the process that has helped you arrive at this position, and how you will, through your writing, convince us to see things from your perspective.

### **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.

I will not assign more work than this, but please keep in mind that we all work differently; some students may need more support from the writing center, or take more time to read assignments. However, if you are struggling with the assigned workload please come and see me to discuss strategies to address this.

**Remember that in order to satisfy your A2 requirement you have to get a C- or better in this class. If you do all the work, participate in class, and make a real effort, this is attainable for each of you. If, however, you slack off, it is also easy to drop below this mark, which will have a serious effect on your ability to graduate in four years.**

## Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Essay # 1 (Personal Essay)	1,000-1,250	1-5
Visual Essay	N/A	2-4
Essay # 2 (Rhetorical Analysis)	1,250-1,500	1-5
Essay # 3 (Profile)	1,750-2,000	1-5

### **Writing Portfolio**

At the end of the semester you will compile a portfolio of your writing that documents and reflects on how you met the learning goals of the course.

### **Informal Writing Assignments**

There will be regular, short writing assignments related to our readings in every class; these will be opportunities to practice the rhetorical moves you are mastering and to refine your sentences.

### **Drafts**

All papers will require at least one draft before you turn in a final. First drafts are always in need of improvement. This goes for any writer anywhere. All drafts will be peer-reviewed, and if you would like me to help you improve your draft as well you are welcome to make an appointment to meet me during office hours.

Students who are successful in this class take advantage of the resources available to them. Come to my office hours, or take advantage of the writing center. Do not expect to do well in this class without help.

In addition, **IF YOU DO NOT ATTEND ON WORKSHOP DAYS FOR OUR WRITING ASSIGNMENTS YOU WILL LOSE A LETTER GRADE ON THE FINAL ASSIGNMENT.**

### **Required Texts**

We have no textbook for this class, but there is reading due for nearly every class. The reading can be found either linked in the syllabus or as PDFs in Canvas.

**You will need to print the articles that we read for class. This will be far more affordable than purchasing books. If you do not bring the reading printed out to class you will not receive participation credit for that class.**

## **Grading Policy**

Again: 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.

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.

If you do not understand the reason you received a specific grade, please ask for clarification at least 24 hours after receiving it, and at most one week after.

### **Active Participation in Class Discussions**

This accounts for 15% of your final grade. Class participation takes a number of forms, from listening to your peers, contributing to discussions, completing in-class assignments, to workshopping each other's essays. I expect you to participate in ALL these ways. The more you speak up in this class the more you will get from the class. Learning to express your ideas in a public forum is an important life skill and our class is a safe place to learn how to master this. It does not come easily to everyone but I expect to see improvements in this skill over the semester if you are to score well on class participation, i.e. hard as it might feel to speak up, I expect you to try.

Obviously, if you don't show up to class you cannot participate.

## **How you will be Graded**

<b>Assignment</b>	<b>Points Possible</b>
Essay 1	100
Visual Essay	100
Essay 2	200
Essay 3	250
Participation	150
Portfolio/Reflection Essay	100
Quizzes/Homework	100

### **Classroom Protocol**

Attendance: According to University Policy F-69-24, attendance is not a criterion for grading. What this means is that mere attendance, that is, just showing up, is NOT factored into your grade; what is factored into your grade is active participation and it is only for active participation (see above) that you will earn your participation points. You do not start with 100 points and then get points deducted. You start with nothing and build up from there. Being present and taking part is how you earn points, but more importantly this is how you learn.

Assignments are also cumulative, with each one preparing you for the next. At any given point, class sessions and homework are likely to have been designed to help you complete your next major assignment. Missing class or skipping an assignment will certainly lower the quality of your performance and subsequently your grade. Finally, as we will discuss in this class, college is expensive – someone (you? Your family?) is paying for this class; let's honor that by making the work we do count.

**Buy a stapler. Do it today. Split it with your roommate. I will not accept assignments that are not stapled.**

### **Deadlines**

I regard late submissions as highly unprofessional and there will be penalties as a consequence. Please expect an automatic letter grade reduction for each day you are late.

Missing class does not excuse late work; please don't assume you have been given permission to turn in late work.

**Punctuality**

In addition to the statement on attendance, I ask that you arrive on time. If you know you are going to be late (as with an absence) tell me ahead of time.

**Class interaction**

As I have mentioned, I expect active participation. In whatever way you participate, I expect thoughtful and respectful interactions in this class. This means being alert, open and actively listening during discussion but it also means being respectful of your colleagues and their opinions. Please also note that I expect you to complete any assigned reading BEFORE class; without having completed the reading you will find yourself disadvantaged in discussions and informal class activities.

**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>. Relevant policies for FROSH English can also be found at [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

# Tentative Class Schedule

(I guarantee this will change. Be attentive to your email inbox)

<u>Dates</u>	<u>Tuesday</u>	<u>Thursday</u>
8/21-8/23	Syllabus explored Introductions	<p><b>Read:</b> 1. <u>Excerpt from Pedagogy of the Oppressed, Friere</u> 2. <u>OWL: Starting the Writing Process</u></p> <p><u>Purchase essay book for in class writings.</u></p> <p>What is America/Which America Do You Live In? What is a citizen?</p>
8/28-8/30	<p><b>Read:</b> 1. Baldwin, "Autobiographical Notes" On Canvas 2. OWL: <u>Introduction to Prewriting (Invention)</u></p> <p>Bring an essay exam book for this and all future classes</p> <p><b>Essay one assigned and discussed</b></p>	<p><b>Read:</b> 1. <u>A few Words about Breasts</u> 2. <u>Shitty First Drafts</u></p> <p><b>Prewriting for essay 1</b> Paragraph Workshop 1</p>
9/4-6	<p><b>Read:</b> 1. from <i>Underground America</i>, on Canvas 2. <u>Why and how to create a Useful outline</u></p> <p>Watch: Begin White Like Me</p> <p><b>Argument for your America and Evidence due</b></p>	<p><b>Read:</b> 1. The In-Betweens (On Canvas) 2. <u>Symptoms and Cures for Writer's Block</u></p> <p>Watch: Finish White Like Me <b>In Class Quiz on Readings</b> <b>Outline of essay 1 due</b></p>
9/11-13	<p><b>Read:</b> 2. Owl: <u>Proofreading</u></p> <p><b>Presentations on your America Begin</b> <b>Essay 1 draft due at start of class.</b> <b>Peer Review</b></p>	<p><b>Finish presentations</b> <b>Final Draft due to Canvas at Start of class</b></p> <p>Paragraph Workshop 2</p>
9/18-20	<p><b>Read:</b> <u>What is Advertising</u> through section 2</p> <p>Rhetoric lesson Visual Essay Assigned</p>	<p><b>Read:</b> 1. Finish What is Advertising 2. Owl: <u>Tips and Examples for Writing Thesis Statements</u></p> <p>Decoding ads</p>

9/25-9/27	<p><b>Read:</b> <i>from</i> Figures of Rhetoric in Advertising Language (on Canvas)</p> <p>What about Audience? / Expanding the big 4 and P.I.E paragraphs.</p> <p><b>Essay 2 assigned</b></p>	<p><b>Read:</b> <u>Representations of Masculinity and Femininity in Advertisements</u></p> <p>Visual Essay Presentations begin</p>
10/2-4	<p><b>Read:</b> <u>Brands are throwing out Gender Norms to Reflect a More Fluid World</u></p> <p>Visual Essay Presentations Continued</p>	<p><b>Read:</b> <u>Sex in Advertising</u></p> <p>IQCDC/Sentence Workshop Essay 2 Outline due</p>
10/9-11	Class Cancelled for Conferences	Class Canceled for Conferences
10/16-18	<p><b>Essay 2 draft due</b></p> <p><i>Peer Review</i></p>	<p><b>Read:</b> <u>The Jihadist Next Door</u></p> <p><i>Writing Strategies Discussed</i> <i>Revision v editing</i></p>
10/23-25	<p><b>Essay 2 final due</b></p> <p><i>Essay 3 introduced</i></p> <p><i>Show v Tell</i></p>	<p><b>Read:</b> <u>"A Most American Terrorist" up to The Trailer, the Kids &amp; the Strangeness</u></p> <p><i>Writing Strategies Discussed</i></p>
10/30-11/1	<p><b>Read:</b> Finish "A Most American Terrorist"</p> <p><i>Interview subject brainstorm</i></p>	<p><b>Read:</b> Profile TBD (Sullivan, MacFarquhar, or Khatchadourian)</p> <p><i>Writing Strategies Discussed</i> <i>Verbs v Adjectives</i></p>
11/6-8	<p><b>Read:</b> Tips for Writing a Compelling Profile of a Person (on Canvas)</p> <p>Turning a transcript into a profile workshop</p> <p><b>Interview Transcript due</b></p> <p>Portfolio Discussion</p>	<p><b>Profile draft 1 due</b></p> <p><b>Peer Review</b></p>
11/13-15	<p><b>Profile presentations</b> <b>READ TBD</b></p> <p>Re-Interview your subject</p>	<b>Presentations Continued</b>

11/20-22	<i>No class – Thanksgiving</i>	<i>No class – Thanksgiving</i>
11/27-29	<b>Read:</b> Underground America TBD  <b>Profile Draft 2 due</b>	<b>Profile Final draft due</b>  <i>Bring All Portfolio Supplies</i>
12/4-6	<b>Portfolio Workshop – all supplies due</b>	<b>PORTFOLIO WORKSHOP/OUTLINE DAY</b>
12/17	FINAL EXAM: Portfolio due by 2.45 PM	