

San Jose State University

**Department of English and Comparative Literature
English 1A, First-Year Writing, Section 61, Fall 2018 (GE Area A2)**

Instructor:	Carlos Mujal y Leon
Office Location:	FOB 212
Telephone:	(408) (924- 4488)
Email:	carlos.mujal@sjsu.edu
Office Hours:	(T/ Th 8:45 – 9:45 PM)
Class Days/Time:	T/Th 4:30 PM – 5:45 PM
Classroom:	BBC 122
Prerequisites:	Reflection on College Writing
GE Category:	GE Area A2 Written Communication I

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 two courses that satisfy that requirement.

Course Description: English 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.

**English 1A GE Learning Outcomes (GELO)
(Student Learning Objectives for GE Area A2)**

Upon successful completion of this course, students 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 feature 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

Prerequisite: Completion of Reflection on College Writing

Satisfies GE Area A2: Written Communication I (with a grade of C- or better)

Required Texts/ Materials

1. Kirszner, Laurie & Mandell, Stephen, *Patterns for College Writing* (13th ed.) ISBN 13: 978 1319088064
ISBN 10: 1319088066

2. The Everyday Writer by Andrea Lunsford

3. A college-level dictionary

4. 4 - 8 bluebooks for in-class essays

5. 2 yellow examination booklets for the final exam

Library Liaison for English Courses

Ann Agee, Dr. Martin Luther King Jr. Library

Course Requirements and Assignments

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

Writing: Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. Upon successful completion of this course, students will be able to complete the writings assignments.

- The number of writing assignments and their careful sequencing are as important as the total number of words written. Nine essays (four in-class and five out-of-class essays) totaling a minimum of 8000 words are required. Final revisions and drafts will consist of 4000 words. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments. However, it can include assignments that require major revisions of drafts already submitted for a grade and commented on by peers and/or instructor. A major revision is defined as a significant rethinking and reworking of an assignment, and not as simple “correcting” of mechanical errors noted on the original. Upon successful completion of this course, students will be able to complete these writings assignments with the proper word counts.
- Upon successful completion of this course, students will be able to complete writing assignments. How the 8000-word minimum will be met is indicated in the syllabus.
- Students shall receive frequent evaluations from the instructor. In evaluating student writing, evaluative comments will comment on specific features of individual papers. Essays will be revised, and comments will encourage and acknowledge student success as well as note problems and suggest ways to improve.

Reading Assignments: Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you’ll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions. The required texts can be purchased at the San Jose State University Bookstore or with on-line retailers.

You will take frequent quizzes, meet with your peers for group activities, and participate in other classroom assignments related to the readings. In-class quizzes and worksheets will be assigned at the instructor’s discretion.

Writing assignments: There are nine required essays: four in-class and five out-of-class. **You must complete all nine essays to pass the course.** The first essay, a diagnostic, will be completed during the second class meeting but will not count toward your course grade. All other essays will receive a letter grade based on the Departmental Grading Policy listed in the syllabus.

- In-Class Essays: Bring pens, your dictionary, and two large bluebooks to class. **In-class essays (at least 1000 total words) cannot be made up unless prior arrangements have been made with me** (only emergency cases will be considered). The maximum allowed credit for the make-up assignment is half of the original possible point total. Plan your schedule accordingly to avoid missing class on essay days. (Student Learning Objectives 2, 3, 4)
- Out-of-Class Essays: These 4 – 5 page (at least 1000 total words) essays must be typed in 12-point font, double-spaced with one-inch margins, and must conform to MLA citation and formatting guidelines. You must also provide the rough draft and workshop notes along with your final essay, when applicable. **Essays must be handed to me, in person, at the beginning of class.** Plan your schedule accordingly to avoid missing class when essays are due. A late assignment will **only** be accepted one week after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value. The only exception to this policy involves the “Letter to the Instructor” which will only be accepted on the due date listed in the syllabus. (Student Learning Objectives 2, 3, 4)

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.

The Final: The mandatory final exam will be administered to all students on Wednesday, December, 14, 2018 from 2:45 PM till 5:00 PM. It will be an in-class essay, and you will be required to bring two yellow examination booklets for this exam. Bring a dictionary (optional) and a blue or black pen. Electronic dictionaries will not be permitted. You will have 30 minutes for pre-writing and 60 minutes for writing. The common essay final shall count 20 percent toward the course grade. Students must take the final exam in order to pass the course.

Grading:

Assignments	Value
In-Class Essays 3 @ 5% (LO 1, 2, 3, 4) Assignments 3, 6, 10	15%
Out-of-class essays (5 @ 10%) (LO 1, 2, 3, 4) Assignments 2, 4, 5, 7, 8	50%
Quizzes, assignments (LO 1, 2, 3, 4)	10%
Participation/ Workshops/ Multimodal Project	10%
Final exam	15%

Grading Policy: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

Note: Grades from A – F will be given; however, this class must be passed with a C- or higher. Please remember that a D+ is not acceptable for moving on to English 1B (English 2).

Academic Standards for Assessment:

The "A" essay (90 – 100 %) will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" (80 – 89%) essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some describable weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" (70 – 79%) essay will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate examples or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" (60 – 69%) essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment – too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate examples or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer's ability to communicate.

The "F" (0 – 59%) essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible, or it may demonstrate a failure to follow instructions.

With regard to assignments submitted late, any assignments that is not turned in on time will be given ½ credit only if it is submitted at the next class meeting after the original due date.

Participation: Participation is a crucial to this class, and punctuality is crucial to participation. If it is necessary to miss a class, let me know well in advance. Please arrive to class on time and have your cell phones turned off. Class discussion is critical in participation.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Add-drop deadlines can be found on the current academic calendar web page located below in this syllabus.

University Resources

1. Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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.

2. SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well 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](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

3. SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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 10th 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.

4. SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#).

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>

There is also information on the frosh English webpage:

http://www.sjsu.edu/english/frosh/program_policies/index.html

The following are some, but not all, of these policies:

I. SJSU Academic Integrity Policy

Presenting the ideas or writings of another as one's own and not giving credit to the author is plagiarism. Your own commitment to learning, as

evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy can be found at <http://www.sjsu.edu/english/comp/policy/index.html>

The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Any act of plagiarism will result in automatic failure on the assignment and sanctions by the University. Again, please read the "Policy on Academic Integrity" printed in the SJSU *Catalog*.

2. Campus Policy on Compliance with Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities that require special accommodations must be registered with the SJSU Disability Resource. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. Please contact the Disability Resource Center (Admin 110) at 408-924-6000 or 408-924-5990 TTY as soon as possible. The DRC website is <http://www/drc.sjsu.edu/>

English Class Schedule for Fall 2017

Your texts are referenced below using the following abbreviations:
Patterns for College Writing (PCW)

Everyday Writer (EW)

(All assignments for EW will be listed in class meetings or by e-mail)

DISCLAIMER: The instructor reserves the right to revise the course requirements and schedule. If revisions are done, students will be notified by e-mail and/ or in-class meeting.

Week 1 Introduction, Roll, and Syllabus

8/21, 8/23

Assignment #1, in-class diagnostic (SLOs 2-5)

Week 2

8/28, 8/30

Assignment #2 assigned, out-of-class Reflective Essay (SLOs 2-5)

- Forte, “My Field of Dreams” (Chapter 6)
 - Diaz “The Money” (Chapter 6)
 - Vuong “Surrendering” (Chapter 6)
 - Ch. 1, “Reading to Write: Becoming a Critical Reader”
- Assignments: EW

Week 3

9/4, 9/6

Holiday (Labor Day) – September 3 (Monday)

WORKSHOP, Assignment #2, Reflective essay
(bring 3 copies to class)

- Smith-Yackel, “My Mother Never Worked” (Chapter 6)
 - Gansberg, “Thirty-Eight Who Saw Murder Didn’t Call the Police” (Chapter 6)
(PCW 128-132)
 - Orwell, “Shooting an Elephant” (Chapter 6)

 - Alexie, “Indian Education” (Chapter 6)
 - Catton, “Grant and Lee, A Study in Contrasts” (Chapter 11)
 - Wilkerson, “Emmett Till and Tamir Rice (Chapter 11)
- Essay #4 assigned, out-of-class Rhetorical Analysis (SLOs 1-5)

Assignments: EW & WH

Week 4
9/11, 9/13

Assignment #2 due, Reflective Essay (SLOs 2-5)

- Bredin, “Job Application Letter” (Chapter 8)
 - Ku, “Midnight” (Chapter 8)
 - “Four Tattoos” and other visual texts (Chapter 8)
 - Tufekci, “Why the Post Office Makes America Great” (Chapter 8)
 - Cofer, “The Myth of the Latin Woman: I Just Met a Girl Named Maria” (Chapter 8)
 - Staples, “Just Walk on By: A Black Man Ponders His Power to Alter Public Space” (Chapter 8)

 - Rhode, “Why Looks Are the Last Bastion of Discrimination” (Chapter 8)
 - Kinkaid, “Girl” (Chapter 8)
 - Szalavitz, “Ten Ways We Get the Odds Wrong” (Chapter 8)
 - Shakespeare, “Shall I Compare Thee...” (Chapter 8)
 - Chua, “Why Chinese Mothers Are Superior” (Chapter 11)
 - Cotharn, “Brains versus Brawn” (Chapter 11)
 - Tecson, “A Comparison of Two Web Sites” (Chapter 11)
 - Ch. 2, “Invention”
- Assignments: EW & WH

Week 5
9/18, 9/20

Assignment #3, in-class Profile Essay (SLOs 2-5)

Essay #5 assigned, out-of-class Critical Essay – National Document(SLOs 1-5)

Ch. 3, “Arrangement” (WW 51-64)

- Rogers, “The Hidden Life of Garbage” (Chapter 7)
 - Chopin, “The Storm” (Chapter 7)
 - White, “Once More to the Lake” (Chapter 7)
 - Noises, “The You-Tube Effect” (Chapter 1)

 - Pellicane, “The Irish Famine” (Chapter 10)
 - Coolidge, “Rube Goldberg Machine” (Chapter 10)
 - Koerth-Baker, “Why Rational People Buy into Conspiracy Theories” (Chapter 10)
 - Miriktani, “Suicide Note (Poetry)” (Chapter 10)
 - Coffee, “What Motivates Terrorist Groups” (Chapter 10)
- Assignments: EW & WH

Week 6
9/25, 9/27

Assignment #4 due, Rhetorical Analysis Essay (SLOs 1-5)

- Rodin, “The Kiss” (Chapter 11)
 - Indiana, “Love” (Chapter 11)
 - Williams, “Songs of Summer of 1963...and 2013” (Chapter 11)
 - Laird, “I’m Your Teacher, Not Your Internet-Service Provider” (Chapter 11)
 - Tannen, “Sex, Lies, and Conversation” (Chapter 11)

 - “Cause and Effect”

 - Hasselstrom, “A Peaceful Woman Explains....” (Chapter 10)
 - Pensieri, “Photos That Changed History” (Chapter 10)
 - Ch. 4, “Drafting and Revising” (PCW 65-79)
- Assignments: EW

FILM

Week 7
10/2, 10/4

WORKSHOP Assignment #5 – Critical Essay (bring 3 rough draft copies to class) (SLOs 1-5)

- Ramos, “Just Say No” (Chapter 14)

- Debate: “Should Public College Be Free?” (Chapter 14)
 - Debate: “Does It...?” (Chapter 14)
 - Debate: “Do College Students Need...?” (Chapter 14)
- Debate: “Do Guns Have A Place on College Campuses?” (Chapter 14)
- Assignments: EW

Week 8
10/9, 10/11

- Jefferson, “The Declaration of Independence” (Chapter 14)
- King, “Letter from Birmingham” (Chapter 14)

Assignment #5 due, Critical Essay (SLOs 1-5)

Film & Written Analysis: “Reluctant Revolutionaries”
Assignments: EW & WH

Week 9
10/16, 10/18

Assignment #6, in-class Analysis of Visual Text (SLOs 2-5)

FILM

Week 10
10/23,10/25

- Khazan, “Three Types of Happiness” (Chapter 12)
- Reed, “Naming of Parts” (Chapter 12)
- “Yosemite Fires” (Chapter 9)
- Cogan, “My Grandfather’s Globe” (Chapter 7)
- Lim, “The Valley of Windmills” (Chapter 7)
- Adams, “Jackson Lake” (Chapter7)
- Berne, “Ground Zero” (Chapter7)
- Mitford, “The Embalming of Mr. Jones” (Chapter 9)

Assignment #7 assigned, out-of-class essay

Assignments: EW

Week 11
10/30, 11/1

- McGlade, “The Search” (Chapter 9)
- Hunt, “Medium Ash Brown” (Chapter 9)
- Fish, “Getting Coffee Is Hard to Do” (Chapter 9)
- Rosenberg, “How to tell A Mother Her Child Is Dead” (Chapter 9)
- Borgenicht, “How to Build A Monster From Spare Parts” (Chapter 9)
- Jackson, “The Lottery” (Chapter 9)
- Miller, “Get IT Right” (Chapter 9)

Film: Written Analysis: “Malcolm X”

Logical Fallacies

WORKSHOP Assignment #7 – (bring 3 rough draft copies to class) (SLOs 1-5)
Assignments: EW

Week 12
11/6, 11/8

- Nguyen, “Goodbye to My Twinkie Days” (Chapter 7)
- Kirby, “Inked Well” (Chapter 15)
- Swift, “A Modest Proposal” (Chapter 15)
- Wilentz, “A Zombie is a Slave Forever” (Chapter 13)

- Mahtab, “The Untouchable” (Chapter 13)
- Brady, “I Want a Wife” (Chapter 13)
- Burciaga, “Tortillas” (Chapter 13)
- Posner, “On Plagiarism” (Chapter 13)

- Dickinson, “Hope Is the Thing” (Chapter 13)
- U.S. Census Bureau

Assignment #7 due, Analysis of Visual Text (SLOs 1-5)
Assignments: EW & WH

Week 13
11/13, 11/15

- Martinez, “What I Learned (and Didn’t Learn) in College” (Chapter 12)
- Truong, “The Park” (Chapter 15)
- Kagan, “On Patriotism” (Chapter 15)

Assignments: EW

Assignment #8: Multimodal Project Presentation (SLOs 1-5)

Week 14
11/20, 11/22

Holiday (Thanksgiving) – November 22 (Thursday)

Assignment #8: Multimodal Project Presentation (SLOs 1-5)

Week 15
11/27, 11/29

- Tan, “Mother Tongue” (Chapter 12)
- Ericsson, “The Ways We Lie” (Chapter 12)
- Eighner, “On Dumpster Diving” (Chapter 15)
- Bobnak, “Price of Silence” (Chapter 1)

Assignments: EW

Week 16
12/4

Due: Assignment #8: Multimodal Project Essay (SLOs 1-5)

Assignment #10, Mock Final, in-class preparation for the Final Exam

(SLOs 1-5)

12/6 Mock Final/ Feedback

**Last Day of Instruction
All Projects due/ Grade Evaluation**

12/14 Final Exam (SLOs 1 – 5)
Friday, December 14 (2:45 PM – 5:00 PM)
Room: BBC 122

Assignments Descriptions:

[Connecting Student Learning Objectives, SLOs 1- 5 with Specific Assignments]

- Assignment #1: In-class Diagnostic (SLOs 2 – 5)
- Assignment #2: Reflective Essay (Out-of class) (SLOs 2-5)
- Assignment #3: Profile Essay (In-class) (SLOs 2-5)
- Assignment #4: Rhetorical Analysis Essay (Out-of-class) (SLOs 1-5)
- Assignment #5: Critical Essay (Out-of-class) (SLOs 1-5)
- Assignment #6: Analysis of Visual Text (In-class) (SLOs 2-5)
- Assignment #7: Analysis of Visual Text (Out-of-class) (SLOs 1-5)
- Assignment #8: Multimodal Project Presentation
- Assignment #9: Multimodal Project Essay (In-Class) (SLOs 1-5)
- Assignment #10: Mock Final Essay (In-class) (SLOs 1-5)

SJSU ACADEMIC CALENDAR: FALL 2018

TuesdayAugust 21.....First Day of Instruction – Classes Begin
FridayAugust 31..... Last Day to Drop Courses without an Entry on
Student's Permanent Record (D)

MondaySeptember 3 *Labor Day - Campus Closed*
(L)

MondaySeptember 10 Last Day to Add Courses &
Register Late **(A)**

TuesdaySeptember 18Enrollment Census Date
(CD)

MondayNovember 12*Veteran's Day (Observed) -*
Campus Closed (V)

WednesdayNovember 21*Non-Instructional Day –*
Campus Open (NI)

ThursdayNovember 22*Thanksgiving Holiday -*
Campus Closed (T)

FridayNovember 23*Rescheduled Holiday -*
Campus Closed (RH)

MondayDecember 10 Last Day of Instruction -
Last Day of Classes

TuesdayDecember 11Study/Conference Day (no
classes or exams) **(SC)**

Wednesday-FridayDecember 12-14Final Examinations **(exams)**

Monday-TuesdayDecember 17-18Final Examinations **(exams)**

WednesdayDecember 19Final Examinations Make-
Up Day **(MU)**

Wednesday-Thursday...December 19-20Commencement **(C)**

ThursdayDecember 20Grade Evaluation Day **(E)**

FridayDecember 21Grades Due From Faculty -
End of Fall Semester