

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 62, Fall 2018

Course and Contact Information

Instructor:	Johnny Damm
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Office Hours:	M/W 10:30-11:30
Class Days/Time:	M/W 9:00-9:15
Classroom:	Boccardo Business Center 123
Prerequisites:	Reflection on College Writing
GE/SJSU Studies 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. Stretch English 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.

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.

In this class specifically, we will analyze and write about the forces that surround us on a daily basis: advertising, the popular culture we consume, and the university itself. The idea here is to utilize writing to take a greater stake in our daily lives—to utilize the essay form to become more active participants in our culture(s).

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.

Essay # 1: analysis of an advertisement

Essay # 2: analysis of a television show

Essay # 3: analysis of a university issue (includes outside research)

Visual Essay: crafting a thesis through visual images

Assignment Word Count and Learning Goals

Assignment	Word Count	GELC
Essay # 1	1,000-1,250	1-5
Visual Essay	N/A	2-4
Essay # 2	1,250-1,500	1-5
Essay # 3	1,750-2,000	1-5

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.

Required Texts

Readings

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 in as PDFs in Canvas.

Grading Policy

Essay # 1 25%; Essay # 2 27 %; Essay 3 28%; Visual Essay 10 %; Participation 10 %

Participation includes miscellaneous work and your contributions to class discussion. This is not a lecture course, so you need to be prepared to talk. If you do not attend class, you will not be participating.

The revision process is central to this class, so you will be responsible for writing a minimum of two complete drafts (more may be required, but never less) for each essay. While only the final draft will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade.

Late papers (including drafts) will be docked up to one full letter grade each day they are late.

Students must receive a C- or higher to pass the course

About Grades

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.

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.

A (92-100); A- (90-91); B+ (88-89); B (82-87); B- (80-81); C+ (78-79); C (70-77); C- (70-71); D+ (68-69); D (62-67); D- (60-61); F (<60)

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

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>.

Relevant policies for FROSH English can also be found at http://www.sjsu.edu/english/frosh/program_policies/index.html

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This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 22	Introduction
2	Aug 27	Analysis and Advertising READ: “What is Advertising?” (read through Section 2), O’Barr (Online)
2	Aug 29	READ: Finish “What is Advertising?” , O’Barr (Online); Excelsior OWL: The Writing Process ; (Online; scan entire section) In Class: Discuss Prompt for Essay # 1
3	Sep 3	HOLIDAY
3	Sep 5	READ: “Representations of Masculinity and Femininity in Advertisements,” O’Barr (online); Excelsior OWL: Prewriting Strategies (Online; scan entire section) ESSAY # 1 ADVERTISEMENT DUE
4	Sep 10	READ: “Millennials And Gender Fluidity—What Smart Brands Are Doing And Why,” Friedman (Online); “Notes on Requirements for a Textual Analysis Essay” (PDF in Canvas) In Class: Compose Outline ESSAY #1 THESIS DUE
4	Sep 12	READ: Excelsior OWL: Essay Writing (Online; scan entire section) ESSAY # 1 DRAFT DUE TO TEACHER In Class: Music Videos
5	Sep 17	In Class: Intro Analysis of Television Show
5	Sep 19	In Class: Watch <i>Black Mirror</i> “Nosedive” ESSAY # 1 OPTIONAL FINAL DRAFT DUE In Class: Discuss Prompt for Essay # 2
6	Sep 24	READ: “What Psychology Actually Says About the Tragically Social-Media Obsessed Society in 'Black Mirror',” Brodwin (Online)
6	Sep 26	READ: “Atlanta Dreaming,” Stephen (PDF in Canvas) In Class: Watch <i>Atlanta</i>
7	Oct 1	READ: “Donald Glover’s ‘Atlanta’ Uses Rap to Start Difficult Conversations,” Corry (Online)

7	Oct 3	In Class: Introduction to Visual Essays
8	Oct 8	ESSAY # 2 PEER EDITING DRAFT DUE
8	Oct 10	READ: “Week Five—The Photo Essay” (Online; the text is less important here—give it a quick scan—than the examples, which you should spend some time looking through). ESSAY # 2 FINAL DRAFT DUE

9	Oct 15	READ: Gordon Parks, From Harlem Gang Leader (Online; view slideshow; text optional), From Segregation Story (view slideshow) Discuss Prompt for Visual Essay
9	Oct 17	READ: <i>The Americans</i> , Robert Franks (PDF in Canvas)
10	Oct 22	VISUAL ESSAY Presentations
10	Oct 24	VISUAL ESSAY Presentations
11	Oct 29	Introduction of Arguing Education, Analysis of Our Classroom READ: “A Liberal Education for the 21st Century: Some Reflections on General Education,” Fox (PDF in Canvas)
11	Oct 31	READ: “Same Performance, Better Grades,” Katsikas (Online); “Why Grades Are Not Paramount to Achievement,” Lamb-Sinclair (Online); “Imagining College Without Grades,” Jaschik (Online) Discuss Prompt for Essay # 3
12	Nov 5	READ: “Those Hidden College Fees,” Sharpe (Online); “Bottom Line: How State Budget Cuts Affect Your Education,” Brown (Online); “The Impossible Price of Going to College” (Online)
12	Nov 7	READ: “Safe Space in the College Classroom,” Harless (PDF in Canvas)
13	Nov 12	HOLIDAY
13	Nov 14	READ: “A ‘Race’ for Equality: Print Media Coverage of the 1968 Olympic Protest by Tommie Smith and John Carlos,” Peterson (PDF in Canvas; read intro—the first 5 pages—carefully, and you can skim the rest); “‘A form of punishment’: Colin Kaepernick and the history of blackballing in sports,” Moore (Online) In Class: Discussion of SJSU in 1968—The Olympics Protest and Student Activism
14	Nov 19	CLASS ONLINE; no in-person meeting
14	Nov 21	HOLIDAY
15	Nov 26	READ: “The Unexpected Value of the Liberal Arts,” Anders (Online) ESSAY # 3 ANNOTATED BIBLIOGRAPHY DUE
15	Nov 28	ESSAY # 3 PEER EDITING DRAFT DUE
16	Dec 3	Presentations + Portfolio Prep

16	Dec 5	Presentations + Portfolio Prep
	Dec 10	Presentations + Portfolio Prep ESSAY # Final Draft Due
Final Exam	Dec 12	ePortfolio due to Canvas by 9:30 AM