

**San José State University**  
**Department of English & Comparative Literature ENGL 1A: First-Year Writing,**  
**Section 80, Fall 2018**

**Course and Contact Information**

Instructor:	Dr. Colton Saylor
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Office Hours:	Tues and Thurs, 10:00AM-11:00AM (or by appointment if necessary)
Class Days/Time:	Mon and Wed, 12:00PM-1:15PM
Classroom:	SH 413
Prerequisites:	Completion of <i>Reflection on College Writing</i>
GE/SJSU Studies Category:	GE Area A2 Written Communication 1

**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 section specifically, we will think and write about a topic that plays an integral part of our daily lives: race and the politics of inclusion/exclusion. We will explore issues and topics around race in media, popular culture, and even our own university. Our overall purpose is to utilize the essay form and argumentative strategies to take a greater stake in our daily lives—to utilize writing and critical thinking 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: Rhetorical Analysis Essay

Essay # 2: Synthesis Essay

Essay # 3: Profile Essay on a Person/Place/Event/Activity (student’s choice)

Visual Essay: crafting a thesis through visual images

Reading Responses: **THREE** for the semester, on any course reading

All assignments due to Canvas unless otherwise instructed.

Assignment Word Count and Assignment GELO

Assignment	Word Count	Learning Goals
Essay # 1	1,000-1,250	1-5
Visual Analysis	N/A	2-4
Essay # 2	1,250-1,500	1-5
Essay # 3	1,750-2,000	1-5
Reading Responses	500 (per response)	1,3,5

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.

**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 as PDFs in Canvas.

**Grading Policy**

Essay # 1 20%; Essay # 2 20 %; Essay 3 25%; Visual Essay 10 %; Reading Responses 15%; Participation 10 %

Participation includes the completion of all in-class work, such as group presentations, in-class writing responses (3), peer editing workshops, your contributions to class discussion, and the timely completion of your ePortfolio. This is not a lecture course, so you need to be prepared to talk. That means having readings completed and available in class (either hardcopy or on computer/tablet). If you do not attend class, you will not be participating, which will reflect on your final grade.

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 (72-77); C- (70-71); D+ (68-69); D (62-67); D- (60-61); F (<60)

**This course must be passed with a C- or better as a CSU graduation requirement.**

### **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](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## Note on Course Readings and Projects:

Sometimes projects and class discussions include material with a sensitive nature. In this course, students encounter materials that differ from and perhaps challenge their understanding of reality. Students are encouraged to discuss issues that may arise from materials with their instructor.

## ENGL 1A 80 / First-Year Writing/ Fall 2018

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	8/22	Introduction
2	8/27	<b>Reading:</b> Frederick Douglas, " <a href="#">Learning to Read and Write</a> "; Amy Tan, " <a href="#">Mother Tongue</a> "; Purdue OWL: " <a href="#">Invention: Starting the Writing Process</a> "; " <a href="#">Prewriting</a> " (all sub-headers) <b>In-class Written Response</b>
2	8/29	<b>Reading:</b> Randolph Bourne, " <a href="#">Transnational America</a> "; Purdue OWL: " <a href="#">Tips and Examples for Writing Thesis Statements</a> "; " <a href="#">Developing an Outline</a> "; Excelsior OWL: " <a href="#">Traditional Outlining</a> "; " <a href="#">Rogerian Argument</a> " <b>Discuss Essay #1</b>
3	9/3	<b>NO CLASS</b>
3	9/5	<b>Reading:</b> Barbara Smith, " <a href="#">Racism and Women's Studies</a> "; Purdue OWL: " <a href="#">Rhetorical Situations</a> "
4	9/10	<b>Reading:</b> Sherrilyn A Ifill, " <a href="#">Racial Justice Demands Affirmative Action</a> "; Purdue OWL: " <a href="#">Establishing Arguments</a> "; Excelsior OWL: " <a href="#">On Paragraphing</a> "
4	9/12	<b>Essay #1 Workshop (Peer Edit Draft Due)</b>
5	9/17	<b>Reading:</b> Emily Raboteau, "Know Your Rights!" (PDF on Canvas) <b>Discuss Visual Analysis</b>
5	9/19	<b>Reading:</b> <i>Harlem Gang Leader</i> (Photos and accompanying textual descriptions); " <a href="#">In the Shadow of Wounded Knee</a> " (Focus on photos, text optional); watch <a href="#">Aaron Huey TED Talk</a>
6	9/24	Class Exploration of Caesar Chavez Monument (Meet in Classroom)

		<b>Essay # 1 Final Draft Due (Submit with Outline)</b>
6	9/26	<b>Reading:</b> Michelle Samura, <a href="#">“Architecture of Diversity”</a>
7	10/1	<b>Visual Analysis Presentations</b>
7	10/3	<b>Visual Analysis Presentations</b>
8	10/8	<b>Mid-Term Conferences (Visual Essay Reflections due during session)</b>
8	10/10	<b>Mid-Term Conferences (Visual Essay Reflections due during session)</b>
9	10/15	<i>The Problem with Apu</i> (Watch in class) <b>In-class Written Response</b> <b>Discuss Essay # 2</b>
9	10/17	<b>Reading:</b> Bret Stephens, <a href="#">“Leave Your Safe Spaces”</a> ; Matthew Pratt Guterl, <a href="#">“On Safety and Safe Spaces”</a> ; Emily Crockett, <a href="#">“Safe Spaces, Explained”</a> ; John Ellison, <a href="#">“Dear Class of 2020 Student”</a> <b>Watch:</b> <i>The Daily Show</i> , <a href="#">“Outrage Court”</a>
10	10/22	<b>Reading:</b> Watch Childish Gambino, “This is America” music video; Doreen St. Félix, <a href="#">“The Carnage and Chaos of Childish Gambino’s ‘This is America’”</a> ; Israel Daramola, <a href="#">“The Cynicism of Childish Gambino’s ‘This is America’”</a> ; <a href="#">“How to Analyze a Music Video”</a>
10	10/24	<b>Reading:</b> Allan Bloom, <a href="#">“Introduction: Our Virtue”</a> ; John Garvey, “My Problem with Multi-Cultural Education” (PDF on Canvas); Emily DeRue <a href="#">“The Complicated Process of Adding Diversity to the College Syllabus”</a>
11	10/29	<b>Essay #2 Workshop</b>
11	10/31	<b>Reading:</b> Emily DuRue, <a href="#">“The Changing Face of San Jose’s Japantown”</a> ; <b>Discuss Essay #3</b>
12	11/5	<b>Reading:</b> Rembert Browne, <a href="#">“Colin Kaepernick has a Job”</a>
12	11/7	<b>Find and read an example of a profile piece on any subject and bring it to class;</b> Purdue OWL: <a href="#">“Conducting Research”</a> (all sub-headings) <b>Profile Essay Show and Tell</b> <b>Essay #2 Final Draft Due</b>
13	11/12	<b>NO CLASS</b>
13	11/14	<b>Reading:</b> Justin Charity, <a href="#">“Anthony Bourdain, 1956-2018”</a> ; Jacob Henry, <a href="#">“Anthony Bourdain’s Window into Africa”</a> Watch <i>Anthony Bourdain: Parts Unknown</i> “Madagascar” <b>In-class Written Response</b>
14	11/19	<b>Essay #3 Workshop</b>
14	11/21	<b>NO CLASS</b>
15	11/26	PRESENTATIONS + PORTFOLIO PREP
15	11/28	PRESENTATIONS + PORTFOLIO PREP
16	12/3	PRESENTATIONS + PORTFOLIO PREP
16	12/5	PRESENTATIONS + PORTFOLIO PREP <b>Essay #3 Final Draft Due</b>
Final Exam	12/13	<b>ePortfolios Due to Canvas by 12:00PM</b>

