

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 4, Spring 2018**

**Course and Contact Information**

<b>Instructor:</b>	Johnny Damm
<b>Office Location:</b>	FOB 215
<b>Telephone:</b>	408-924-4424
<b>Email:</b>	john.damm@sjsu.edu
<b>Office Hours:</b>	T/TH 10:30-11:45
<b>Class Days/Time:</b>	T/TH 7:30-8:45
<b>Classroom:</b>	Boccardo Business Center 123
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication I
<b>Satisfying EO 665</b>	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

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>
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](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## ENGL 1A 04 / First-Year Writing/ Spring 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	Jan 25	Introduction
2	Jan 30	Analysis and Advertising Reading: Purdue OWL: <a href="#">The Writing Process</a> and <a href="#">Invention: Starting the Writing Process (Online)</a> ; <a href="#">“What is Advertising?”</a> (read through Section 2), Barr (online)
2	Feb 1	Reading: Finish <a href="#">“What is Advertising?”</a> , Barr (online); <a href="#">OWL: “Introduction to Prewriting (Invention)”</a> (online) Discuss Prompt for Essay # 1
3	Feb 6	Reading: <a href="#">“Representations of Masculinity and Femininity in Advertisements,”</a> Barr (online); <a href="#">OWL: Tips and Examples for Writing Thesis Statements,”</a> Online Discuss Thesis ESSAY # 1 ADVERTISEMENT DUE
3	Feb 8	Reading: <a href="#">“Brands are Throwing Out Gender Norms to Reflect a More Fluid World,”</a> Monloss (Online); <a href="#">OWL: “Symptoms and Cures for Writer’s Block”</a> (online) ESSAY #1 THESIS DUE
4	Feb 13	Reading: <a href="#">“Sex in Advertising,”</a> Barr (online); <a href="#">OWL: “Why and How to Create a Useful Outline”</a> ; <a href="#">“Types of Outlines and Samples”</a> ; <a href="#">“Reverse Outlining”</a> (Online) ESSAY # 1 OUTLINE DUE
4	Feb 15	<a href="#">Reading: OWL: Proofreading</a> (Online; read all subsections) Introduction of The Visual Essay ESSAY # 1 DRAFT DUE TO TEACHER
5	Feb 20	Reading: <a href="#">“Week Five—The Photo Essay”</a> (Online; the text is less important here—give it a quick scan—than the examples, which you should spend some time looking through).
5	Feb 22	Reading: Gordon Parks, <a href="#">Harlem Gang Leader</a> (Online; view slideshow; text optional), <a href="#">From Segregation Story</a> (view slideshow and read accompanying <i>NYTimes</i> Article) Discuss Prompt for Visual Essay ESSAY # 1 OPTIONAL FINAL DRAFT DUE
6	Feb 27	Reading: <i>The Americans</i> (PDF in Canvas)
6	Mar 1	VISUAL ESSAY PRESENTATIONS
7	Mar 6	VISUAL ESSAY PRESENTATIONS
7	Mar 8	No Meeting; Class Discussion Through Canvas
8	Mar 13	Reading: <a href="#">“One way “The Handmaid’s Tale” is Bleeding Over Into Real Life,”</a> Serena (Online)

Week	Date	Topics, Readings, Assignments, Deadlines
		Introduction of Television and Our Cultural Moment, Watch <i>The Handmaid's Tale</i>
8	Mar 15	Reading: <a href="#">"In Its First Season, The Handmaid's Tale's Greatest Failing Is How It Handles Race,"</a> Bastián (Online) Discuss Prompt for Essay # 2
9	Mar 20	Reading: <a href="#">"Atlanta' Walks a Line Between Magic Realism and Keeping It Real,"</a> Morris (Online) Watch <i>Atlanta</i>
9	Mar 22	Reading: <a href="#">"Atlanta is One of the Smartest and Most Daring Shows on TV,"</a> Snyder (Online)
10	Mar 26-30	HOLIDAY
11	Apr 3	ESSAY # 2 PEER EDITING DRAFT DUE
11	Apr 5	Introduction of Arguing Education, Analysis of Our Classroom ESSAY # 2 FINAL DRAFT DUE
12	Apr 10	Reading: "A Liberal Education for the 21st Century: Some Reflections on General Education," Fox (PDF in Canvas) Discuss Prompt for Essay # 3
12	Apr 12	Reading: <a href="#">"Same Performance, Better Grades,"</a> Katsikas (Online); <a href="#">"Why Grades Are Not Paramount to Achievement,"</a> Lamb-Sinclair (Online); <a href="#">"Imagining College Without Grades,"</a> Jaschik (Online)
13	Apr 17	Reading: <a href="#">"Those Hidden College Fees,"</a> Sharpe (Online); <a href="#">"Bottom Line: How State Budget Cuts Affect Your Education,"</a> Brown (Online); <a href="#">"The Impossible Price of Going to College"</a> (Online)
13	Apr 19	Reading: <a href="#">"College Students Aren't 'Cuddly Bunnies',"</a> Hanlon (Online); <a href="#">"Don't Blame Politics for the Crisis at American Colleges,"</a> Ukueberuwa (Online)
14	Apr 24	Reading: "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 href="#">"A form of punishment': Colin Kaepernick and the history of blackballing in sports,"</a> Moore (Online) Discussion of SJSU in 1968: The Olympics Protest and Student Activism
14	Apr 26	Reading: <a href="#">"The Unexpected Value of the Liberal Arts,"</a> Anders (Online) ESSAY # 3 ANNOTATED BIBLIOGRAPHY DUE
15	May 1	ESSAY # 3 PEER EDITING DRAFT DUE
15	May 3	Presentations + Portfolio Prep
16	May 8	Presentations + Portfolio Prep
16	May 10	Presentations + Portfolio Prep ESSAY # Final Draft Due
Final Exam	May 21	ePortfolio due to Canvas by 7:15 AM