

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 37, Fall 2019**

**Course and Contact Information**

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<b>Office Hours:</b>	M/W 9:00-10:15 or by appointment
<b>Class Days/Time:</b>	M/W 12:00-1:15
<b>Classroom:</b>	Boccardo Business Center 221
<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>GEO</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/ First-Year Writing/ Fall 2019

*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
	Aug 21	Introduction: Writing as Analysis/ Analysis as tool for engaging your world
1	Aug 26	Student Introductions Analysis and Advertising READ: <a href="#">“What is Advertising?”</a> (read through Section 2), O’Barr (Online)
1	Aug 28	READ: Finish <a href="#">“What is Advertising?”</a> , O’Barr (Online); Excelsior OWL: <a href="#">The Writing Process</a> ; (Online; scan entire section) In Class: Small Group Work/ Discuss Prompt for Essay # 1
2	Sep 2	HOLIDAY
2	Sep 4	READ: <a href="#">“Inside the Pricey War to Influence Your Instagram Feed.”</a> Martineau (online); <a href="#">“The Hot College Gig: Online Brand Promoter.”</a> Ballentine (Online); <a href="#">“Everyone Wants to ‘Influence’ You.”</a> Quinn (online); Excelsior OWL: <a href="#">Prewriting Strategies</a> (Online; scan entire section) In Class: Sample Theses/ Small Group Work ESSAY #1 ADVERTISEMENT DUE
3	Sep 9	READ: “Guidelines for Composing Your Essay” (PDF in Canvas) In Class: Compose Outline ESSAY #1 THESIS DUE
3	Sep 11	READ: Excelsior OWL: <a href="#">Essay Writing</a> (Online; scan entire section) In Class: Analysis of Music Videos ESSAY # 1 DRAFT FOR TEACHER DUE
4	Sep 16	In Class: Small Group Work/ Intro Analysis of Television Show/ Discuss Prompt for Essay # 2
4	Sep 18	READ: <a href="#">“Starz’s Vida is the rare TV show...”</a> Framke (Online) Online: Watch <i>Vida</i> , CLASS DISCUSSION (Canvas)
5	Sep 23	READ: <a href="#">“On My Block’s Diversity Is Anything But Basic.”</a> Bowen In Class: Watch <i>On My Block</i> ESSAY # 1 OPTIONAL FINAL DRAFT DUE
5	Sep 25	READ: <a href="#">“Shrill’ Is the Mona Lisa of Body Positive Television.”</a> Carter-Kahn In Class: Watch <i>Shrill</i>

6	Sep 30	In Class: Small Group Work Using <i>Vida</i> , <i>On My Block</i> , and <i>Shrill</i>
6	Oct 2	In Class: Introduction to Visual Essays
7	Oct 7	ESSAY # 2 PEER EDITING DRAFT DUE
7	Oct 9	<p>READ: Here are a series of photo essays you should look through and familiarize yourself with as examples of the form:</p> <p><a href="#">“Gun Nation.”</a> Nelson; <a href="#">“Hungry Planet: What the World Eats.”</a> Menzel; <a href="#">“Last Supper.”</a> Shapiro (these are photos of the last meals requested by executed prisoners); <a href="#">“A Young Father’s Balancing Act.”</a> Norman; <a href="#">“Standing Strong.”</a> Rivas</p> <p>In Class: Small Group Work</p> <p>ESSAY # 2 FINAL DRAFT DUE</p>

8	Oct 14	<p>READ: Gordon Parks, From <a href="#">Harlem Gang Leader</a> (Online; view slideshow; text optional), From <a href="#">Segregation Story</a> (view slideshow)</p> <p>Discuss Prompt for Visual Essay</p> <p>In Class: Small Group Work</p>
8	Oct 16	READ: <i>The Americans</i> , Robert Franks (PDF in Canvas)
9	Oct 21	VISUAL ESSAY Presentations
9	Oct 23	VISUAL ESSAY Presentations
10	Oct 28	In Class: Small Group Work (Issues with the University)
10	Oct 30	<p>READ: <a href="#">“The Future of Gen Ed.”</a> Flaherty; <a href="#">“Seeking a New 'Golden Age' of General Education.”</a> Flaherty (Online); <a href="#">“The 'Other' College Scandal: Grade Inflation Has Turned Transcripts into Monopoly Money.”</a> Lamb-Sinclair (Online); <a href="#">“Imagining College Without Grades.”</a> Jaschik (Online)</p> <p>In Class: Discuss Prompt for Essay # 3</p>
11	Nov 4	In Class: <i>Ivory Tower</i>
11	Nov 6	<p>READ: <a href="#">“Elizabeth Warren Wants College to Be Free.”</a> Harris (Online); <a href="#">“What Sets Bernie Sanders’s Student-Debt Plan Apart.”</a> Harris (Online)</p> <p>In Class: <i>Ivory Tower</i></p>
12	Nov 11	HOLIDAY
12	Nov 13	<p>READ: <a href="#">“What the Scammers Got Right About College Admissions.”</a> Bogost (Online); <a href="#">“Millions of College Students Are Going Hungry.”</a> Harris (Online); <a href="#">“California campuses confront a growing challenge: homeless students.”</a> Mello (Online)</p> <p>In Class: Small Group Work</p>
13	Nov 18	In Class: Research Techniques, MLA, and Common Errors
13	Nov 20	ESSAY # 3 ANNOTATED BIBLIOGRAPHY DUE

14	Nov 25	ESSAY # 3 PEER EDITING DRAFT DUE
14	Nov 27	HOLIDAY
15	Dec 2	Presentations + Portfolio Prep
15	Dec 4	Presentations + Portfolio Prep
	Dec 9	LAST CLASS MEETING ESSAY # 3 Final Draft Due
Final Exam	Dec 16	ePortfolio due to Canvas by 9:45 AM