

San José State University
Department of English and Comparative Literature
ENGL 1A, First-Year Writing, Section 48, Fall 2019

Course and Contact Information

Instructor:	Alexis (Parker) Rocha
Office Location:	Faculty Office Building
Telephone:	TBD
Email:	Alexis.Rocha@sjsu.edu
Office Hours:	T/TH 10:30-11:30am and by appointment
Class Days/Time:	T/TH 12:00-1:15pm
Classroom:	Clark Building 225A
Prerequisites:	<i>Reflection on College Writing</i>
GE/SJSU Studies Category:	GE Area A2 Written Communication

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> and your SJSU e-mail to learn of any updates.

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.

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies that the student is a capable college-level writer and reader of English.

GE Learning Outcomes (GELO)

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, revising, and editing) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the rhetorical features of text, 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 Content

This Course: All the major assignments in this course will provide opportunities for you to practice real writing that will have an impact on your life. Each assignment is designed to get you to think about the different types of writing present in today's world and the numerous ways they change. All the assignments in this course will help you develop critical thinking skills, improve your understanding of rhetorical concepts, and give you opportunities to hone your writing. Throughout the semester we will be practicing, reading and discussing various outlets of writing.

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own ideas about the impact writing has on our daily life. Readings for the course will include writers of different ethnicities, genders and from different socio-economic classes. Our classroom is a safe environment and a venue for open, respectful communication.

Writing: Writing assignments give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final form. This class will also include daily in-class informal writing assignments that count toward your **Participation Grade**.

Reading: There will be a substantial amount of reading for this class, some of which will come from texts I assign (listed below) and some of which will be from sources you locate.

Participation: Participation will be a combination of in class writing assignments, discussions, and in class group projects. You will need to be in class in order to participate in these writings, as well as receive the writing prompt for the Eli review assignment. Plus I want to see your wonderful face!

Required Texts/Readings

Textbook

- *Can I Use I?* by Catherine Prendergast. Out of Pocket Press, 2015.
- Eli Review Subscription
- Selected readings uploaded to Canvas

Other Readings

- Students will be responsible for locating other reading materials throughout the course in support of their writing projects.
- Other readings will be assigned via Canvas.

Technology Requirements

This course will be technology intensive with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Students will need Internet connectivity to participate in classroom activities and/or submit their assignments.

See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

You can find out more about borrowing a laptop, iPad, and other technology for free at Student Computing Services: <https://library.sjsu.edu/scs>.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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>.

Assignment descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. The assignments throughout this course will give you multiple opportunities to practice all stages of the writing process. Assignments will include informal and formal writing, multimodal projects (including written, oral, and visual modes), and readings.

Assignment Word Count and Learning Goals

<u>Assignment</u>	<u>Total Words</u>	<u>GELOs</u>
Expository Essay	500	1,3
Blog Post	300-500	1,3,5
Profile	500-750	1-4
Research Paper	750-1000	1-5
Project Proposal	300-500	2-5
End of Semester Project Draft 1	750-1000	1-5
End of Semester Project Final Draft	750-1000	1-5
End of Semester Reflection Paper	300-500	1,2,3,5
Daily Writing	Varies	1-5

Grading Policy

Major assignments will be accepted up to one week after the due date, but they will be graded down significantly until then. For each calendar day that your assignment is late, it will be graded down half a letter grade. If the paper is turned in after the class period on the assigned due date, the essay will be graded with a 10% reduction in grade. After one week, I will no longer accept the essay. If extenuating circumstances apply for either in-class or out-of-class assignments, you must contact me before the due date (within a reasonable amount of time) to request an extension or make necessary accommodations for in-class assignments.

Total point value for the course is 1,000. Course grades are calculated using the following scale:

93% - 100% = A	83% - 86% = B	73% - 76% = C	63% - 66% = D
90% - 92% = A-	80% - 82% = B-	70% - 72% = C-	60% - 62% = D-

87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	0% - 59% = F
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Grade Calculations

<u>Assignment</u>	<u>Total Points</u>	<u>% Grade</u>
Expository Essay	75	5%
Blog Post	150	10%
Profile	150	10%
Research Paper	150	10%
Project Proposal	75	5%
End of Semester Project Draft 1	150	10%
End of Semester Project Final Draft	300	20%
End of Semester Reflection Paper	150	10%
Daily Writing	225	15%
Participation	75	5%

Requirements for specific assignments will vary, but in all cases 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. All assignments are graded on a traditional A-F scale.

Determination of Grades

The following are the criteria by which essays are typically evaluated in a first-year writing course:

An **“A” 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” 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” essay** will complete the requirements of the assignment, but it will show weakness in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A **“D” 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.

Please note: Sometimes readings, assignments, and discussions include material of a sensitive nature. In this course, you may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. I encourage you to discuss issues about such material with me.

Classroom Protocol

For a class like this one, much of the learning happens in the class. Therefore, it is imperative that you be in class every day and actively participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in- class assignments.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

ENGL 1A / First-Year Writing, Fall 2019 Course Schedule

Calendar subject to change with fair warning

We will work with your writing in some form or fashion every day in class. Please bring materials related to the current major assignment AND PAPER to every class.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	TH 8/22 1	Syllabus Day! Course Introduction/Canvas Homework: <i>Strong Writing and Writers Don't Need Revision</i> (On Canvas)
2	T 8/27 2	Topic of Today: Introduce you to Eli Review Why do we review? Homework: <i>First year composition should be skipped</i> (On Canvas)
2	TH 8/29 3	Topic of Today: What do we know about writing? Daily Writing prompt Homework: Prendergast Pages 1-33 Eli Review Assignment
3	T 9/3 4	Topic of Today: How does audience affect our writing? Daily Writing prompt Homework: Prendergast Pages 33-54
3	TH 9/5 5	Topic of Today: How does audience affect our writing? Analyze Speeches Daily Writing prompt Homework: Due: Assignment number 1 - Expository Essay 11:59pm Eli Review Assignment
4	T 9/10 6	Topic of Today: Assignment debrief Let's talk about purpose. Daily Writing prompt Homework: Prendergast Pages 54-79
4	TH 9/12 7	Topic of Today: Purpose and mediums Daily Writing prompt Homework: Prendergast Pages 79 – 101 Eli Review Assignment

5	T 9/17 8	Topic of Today: Analyze Blog posts Daily Writing prompt Homework: Prendergast Pages 101-129
5	TH 9/19 9	Topic of Today: Analyze Blog posts Daily Writing prompt Homework: Due: Assignment number 2 - Blog Post 11:59pm Eli Review Assignment
6	T 9/24 10	Topic of Today: Assignment debrief What is a thesis statement? Daily Writing prompt Homework: Go over the Writing Center Website
6	TH 9/26 11	Topic of Today: Profiles Daily writing prompt Homework: Eli Review Assignment Bring a Profile you like to class Go Over Library Website
7	T 10/1 12	Topic of Today: Analyze profiles Daily Writing prompt Homework: Due: Assignment number 3 - Profile 11:59pm
7	TH 10/3 13	Topic of Today: Resources Assignment Debrief Daily Writing prompt Homework: <i>Research Starts with Answers</i> (On Canvas) Eli Review Assignment
8	T 10/8 14	Topic of Today: Mock essay Daily Writing prompt Homework: Bring a research resource to class <i>The Traditional Research Paper is Best</i> (On Canvas)
8	TH 10/10 15	Topic of Today: Analyze Research papers Daily Writing prompt Homework: Eli Review Assignment Work on your paper
9	T 10/15 16	Topic of Today: Analyze research papers Daily Writing prompt Homework: Due: Assignment number 5 - Research Paper 11:59pm
9	TH 10/17 17	Topic of Today: Assignment Debrief Daily Writing prompt Homework: Eli Review Assignment <i>The Transformation from Silence into Action</i> (On Canvas)

10	T 10/22 18	Topic of Today: Social action writing Daily Writing prompt Homework: Due: Final Project Proposal 11:59pm
10	TH 10/24 19	Topic of Today: Talk about language Language exercise Daily Writing prompt Homework: Eli Review Assignment <i>Coming into Language (On Canvas)</i>
11	T 10/29 20	Topic of Today: Talk about language Language exercise Daily Writing prompt Homework: <i>You Gotta be Ready for Some Serious Truth to be Spoken (On Canvas)</i>
11	TH 10/31 21	Topic of Today: Talk about the end of semester project Daily writing prompt Homework: Work on your rough draft HAPPY HALLOWEEN!!!
12	T 11/5 22	Topic of Today: TBD Daily Writing prompt Homework: Due: Assignment number 6 - draft one of final writing project 11:59pm
12	TH 11/7 23	Topic of Today: Writing and real life Daily Writing prompt Homework: Eli Review Assignment <i>There's One Correct Way and Speaking (on canvas)</i>
13	T 11/12 24	Topic of Today: Writing and real life Daily Writing prompt Homework: <i>Reflection is Critical for Writers' Development (on canvas)</i>
13	TH 11/14 25	Topic of Today: Writing and real life Daily Writing prompt Homework: Eli Review Assignment Bring an example of a reflection to class
14	T 11/19 26	Topic of Today: Writing and real life Daily Writing prompt Homework: TBD
14	TH 11/21 27	Topic of Today: Thanksgiving in class writing assignment Daily Writing prompt Homework: Eli Review Assignment
15	T 11/26 28	Topic of Today: Sign up for meeting times Questions? potluck Daily Writing prompt Homework: Work on your final project

15	TH 11/28	Thanksgiving: No Class Happy Turkey Day!!!!
16	T 12/3	One on One end of semester meetings with students
16	TH 12/5	One on One end of semester meetings with students
17	T 12/10	NO CLASS WORK ON YOUR FINAL PROJECTS!
Final Exam	TH 12/12	TURN IN YOUR FINAL PROJECTS BY 11:59PM