

San José State University
Department of English and Comparative Literature
English 1A: First Year Writing, Section 8, Spring 2019

Course and Contact Information

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| Instructor: | Eli Hansen |
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| Office Hours: | Tuesday and Thursday 3:00-4:00pm and by appointment |
| Class Days/Time: | Tuesday and Thursday 4:30-5:45pm |
| Classroom: | Clark Building 316 |
| Prerequisites: | Successful completion of <i>Reflection on College Writing</i> |
| GE/SJSU Studies Category: | GE Area A2 Written Communication |

Faculty Web Page and MYSJSU Messaging

This class extensively uses the Canvas learning management system course website. As such, regular access to an internet-enabled computer will be required of all students. If you are unable to reliably access the internet, please notify me ASAP so appropriate arrangements can be made. All assignments can be found under the “Assignments” tab on the Canvas homepage. Assignment instructions are listed there, as well as their due dates and point values. Course readings may be found under the “Pages” tab. You can use Canvas to check up on your grades under the “Grades” tab. Be sure to routinely check the “Announcements” tab for any changes or updates.

Course Introduction

Argument affects nearly every aspect of our lives, although we are often unaware of how it does so. Argument is communication. It spurs us to take action. It guides our moral compass and informs our deepest held beliefs. To no small effect, argument shapes us into the people we are. A thorough understanding of how and why argument works is essential for understanding the world as it is, and as it could be. Upon completing this course you will hopefully have gained insight into the nature of argumentation and come to a better understanding of what you believe and why you believe it.

Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

The purpose of this course is to teach writing and argumentation, not grammar, spelling, or syntax. As such, little if any class time will be devoted to studying the mechanics of written English. However, a list of common errors and how to correct them can be found on Canvas. Look under the “Pages” tab for a document titled *Guide to Common Errors*. You may also want to take a look at *The Elements of Style*, also available under the “Pages” tab on. This optional read is only 26 pages long and provides lots of helpful tips on how to make your writing more effective.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. Demonstrate the ability to read actively and rhetorically.
2. Demonstrate the ability to 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. Demonstrate the ability to integrate their 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.

English 1A Course Content

- **Diversity:** SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for this course will include writers of different genders, ethnicities, cultural heritages, and different socio-economic classes.
- **Writing:** Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, composing, revising, and editing. This class requires a minimum of 8000 words, at least 4,000 of which must be in revised final form.
- **Reading:** In addition to being an intensive writing course, English 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

Required Texts/Readings

All course readings are available on Canvas under the “Pages” tab. Our main text is *Writing Arguments: A Rhetoric with Readings, 10th Edition* by John D. Ramage, John C. Bean, and June Johnson. This book provides a good introductory framework to various elements of argumentation and contains a substantial appendix of argumentative essays on a variety of subjects, such as sustainable farming, higher education, digital literacy and so forth. Students will be required to select one of these texts as the basis of an analytical essay.

English 1A 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>.

This class consists of four major assignments and lots of in-class discussion. Class participation is worth twenty percent of your grade, so it essential you participate in discussions if you want to to receive a good grade.

Two of your assignments will be written essays. The first, the Exploratory Essay, requires you to explore a controversial issue and fairly explain what each side of the debate thinks. The second essay, the Analytical Essay, requires you to choose a written argument from the textbook (or elsewhere, with my approval) and thoroughly explain how it goes about making its case. Both essays will begin with a brief (no more than 500 word) proposal to be turned in on the assigned dates (please refer to the schedule at the end of this syllabus). Your proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After I have approved your proposal, you will need to prepare a rough draft of your essay and bring two printed copies to class for peer-review on the assigned dates. After receiving feedback from both myself and your peers, you should be well prepared to write your final draft.

Your penultimate assignment will be a multimodal group project in which groups of 4-5 students will take a position on an issue and give a 15-20 minute long presentation on said issue. This presentation must be accompanied by a visual aid such as a Power Point presentation.

In lieu of a final, you will need to write a reflective essay in which you explain what you have learned in this class and how you have developed as a writer. This essay will accompany a portfolio of your writing to be compiled in-class during our final meeting. In-depth descriptions of each assignment will be available under the “Assignments” tab on Canvas.

Please note that all essays must adhere to proper MLA format. Essays must be double-spaced and typed in 12 point Times New Roman font. The student’s name, the date of the assignment, the course number and section, and the name of the instructor (Hansen) should be located in the top-left corner of the first page. Each page must be numbered and a word count must be included on the last page. Please see the *Essay Sample* under the “Pages” tab on Canvas for more information on how to properly format your essays. Failure to adhere to proper formatting will result in a grading penalty.

With the exception of printed copies of your rough draft for peer-review, all assignments are to be turned in electronically via Canvas. Do not hand in physical copies of your work. Assignments must be submitted to Canvas by 4:29pm the day they are due or they will be considered late.

Assignment 1: Exploratory Essay (GELO 1, 2 and 5)

In this assignment you will write a 1,000 word essay (approximately 4-5 pages in length) on a controversial topic of your choosing. Topics are controversial when people disagree on them. For example, some people support legalized abortion, and some are opposed to it. Some believe gun control will make America safer, others think it will de-arm law abiding citizens and leave them defenseless. There are at least two sides to every issue, and usually many more. The point of this assignment is to explain what those sides are. Learn as much about the controversial topic as you can through independent research, then explain what the various sides think and why they think it. The goal of this assignment is not to pass judgement and decide which side is “wrong” and which side is “right.” It should be to learn about and explore an issue. It is suggested that students choose a topic they either know little about or on which they do not yet have a strong opinion.

PROPOSAL DUE 2/5. ROUGH DRAFT/ PEER REVIEW DUE 2/14. FINAL DRAFT DUE 2/28.

Assignment 2: Analytical Essay (GELO 1- 5)

In this assignment you will write a 1,000 word essay (approximately 4-5 pages in length) in which you will analyze a text for its rhetorical features. Texts may be taken from the back of *Writing Arguments* or may be pulled from another source with my approval. To receive a passing grade for this assignment, you must be able to identify and analyze the text’s genre, intended audience, logical structure, use of evidence, use of rhetorical appeals (such as logos, pathos and ethos) and any other feature you feel contributes to the rhetorical success (or lack thereof) of the text. You will also need to cite their text according to MLA guidelines **PROPOSAL DUE 3/12. ROUGH DRAFT/PEER REVIEW DUE 3/26. FINAL DRAFT DUE 4/9.**

Assignment 3: Multimodal Group Project. (GELO 1-4)

In groups of 4-5, students will take a position on an issue and argue their case to the class. They will also need to address and rebut potential criticisms of their position. Students will need to utilize all they have learned in this course, including awareness of audience and genre, understanding of logical structure, successful employment of rhetorical appeals, and effective use of evidence. Students will also need to include an annotated bibliography with at least ten sources of evidence, properly documented in MLA format. Please refer to chapter 17 of *Writing Arguments* for information on how to cite sources in MLA format. You may also visit <https://owl.english.purdue.edu/owl/resource/747/01/> for more information. Presentations must be accompanied by a visual aid such as a Power-Point slideshow. Each member of the group must work on some aspect of the presentation, and each student must speak during some part of the presentation. Presentations should be at least 15 minutes long but no longer than 20. After the presentation, each student will need to submit to Canvas a brief (about 500 word) written report explaining how they contributed to the project. In addition, at least one member of the group will need to submit the group’s visual aid to Canvas. **GROUPS ASSIGNED 4/9. IN-CLASS PROPOSAL 4/11. STATUS REPORT 4/25. PRESENTATIONS 5/7 AND 5/9.**

Assignment 4: End of Semester Portfolio and Reflection. (GELO 1-5)

Per university guidelines, all students in English 1A courses are required to submit a portfolio of their work at the end of the semester, accompanied by a 500-600 word reflective essay explaining what they have learned over the course of the semester. This is so the Department of English and Comparative Literature can better understand and respond to student needs. As all of your assignments will be submitted via Canvas, there will be no need to “hold on” to any of your essays: once they have been submitted to Canvas they will be easily accessible from any internet-enabled device. You will compile and submit your portfolio during our last class meeting on May 20. Please make sure you’ve written your reflective essay by then. This assignment will be your “final examination or evaluation” as required by the university. **PORTFOLIO AND FINAL DRAFT DUE 5/20.**

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”

Extra Credit

Students may receive up to 50 points of extra credit by attending two readings at the Center for Literary Arts and presenting a 500 word write-up describing the event. Each write-up will be worth 25 extra credit points. Please visit <http://www.litart.org/> for a schedule of readers. Extra credit assignments should be printed and physically turned in, not submitted to Canvas.

Grading Information

Grades will be based on assignments as well as class participation. Students may earn a maximum of 1,000 (or 1,050, with extra credit) points in this class. As each assignment (with the exception of the reflective essay and portfolio) will consist of three parts, and each part will receive its own point value. The final score for each assignment will be cumulative, with the maximum number of possible points indicated below.

- Exploratory Essay: 200 Points (20 point proposal, 30 point rough draft, 150 point final draft)
- Analytical Essay: 200 Points (20 point proposal, 30 point rough draft, 150 point final draft)
- Multimodal Project: 300 Points (20 point proposal, 30 point status report, 250 point presentation)
- End of Semester Portfolio and Reflection: 100 Points (final draft only)
- Class Participation: 200 Points
- Extra Credit: Up to 50 points

Grading Criteria

Requirements for particular assignments will vary, but in all cases grades will reflect the assignment's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in writing courses:

- 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 the 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

A+ (97-100) A (94-96); A- (90-93); B+ (87-89); B (84-86); B- (80-83); C+ (77-79); C (74-76); C- (70-73); D+ (67-69); D (64-66); D- (60-63); F (<60)

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

Classroom Protocol

Much of this course will consist of in-class lecture and discussion. Failure to participate in classroom activities will negatively affect your final grade. Students are expected to have read all required course material BEFORE THE START OF CLASS. Please bring a laptop, tablet, or other electronic device to every class meeting, as most lectures and discussions will revolve around Canvas readings. Use of such devices for non-class related activities will result in a loss of participation points. Late work will be penalized one full letter grade for every day it is late (an "A" paper, turned in a day late, will receive a "B" grade. If turned in two days late it will receive a "C" grade and so forth.) Please note that you must turn in all assignments to pass this course. Students may bring snacks or beverages to class so long as they don't make a mess and clean up after themselves if they do. Because this class will largely deal with argumentation, students will be expected to express their ideas and opinions on a variety of subjects, some of which may be controversial. If there are any issues you feel uncomfortable exploring in an academic setting, please let me know so appropriate

accommodations can be made. It is my personal belief that open, honest dialogue about potentially difficult issues is an essential aspect of academia. However, students are expected to conduct themselves with civility and respect at all times. Insults, harassment, or disparagement of any kind will not be tolerated and may result in disciplinary action up to an including expulsion from the university.

Writing Center and Peer Connections

Students of all writing levels and abilities may seek assistance at the Writing Center or at Peer Connections. The tutors at these centers can help you with everything from grammar and syntax to organization, development and research.

Writing Center

Clark Hall, Suite 126

408-924-2308

writingcenter@sjsu.edu

<http://www.sjsu.edu/writingcenter/>

Peer Connections

Student Services Center (located beneath the 10th Street Garage), Room 600

408-924-2587

peerconnections@sjsu.edu

<http://peerconnections.sjsu.edu/>

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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| 1 | 1/24/19 | Class Introduction and Overview |
| 2 | 1/29/19 | <i>Writing Arguments</i> Chapter 1: What Exactly is an Argument? |
| 2 | 1/31/19 | <i>Writing Arguments</i> Chapter 2: Argument as Inquiry |
| 3 | 2/5/19 | <i>The Omnivore's Dilemma</i> : Defining Argument: Truth-Seeking vs. Persuasion DUE: EXPLORATORY ESSAY PROPOSAL |
| 3 | 2/7/19 | <i>Writing Arguments</i> Chapter 3: Classical Argumentation |
| 4 | 2/12/19 | <i>Letter from Birmingham Jail</i> : Genre, Audience, Rhetoric |
| 4 | 2/14/19 | <i>Writing Arguments</i> Chapter 4: The Structure of Argument DUE: EXPLORATORY ESSAY ROUGH DRAFT (BRING 2 PRINT COPIES FOR PEER REVIEW) |
| 5 | 2/19/19 | <i>Allegory of the Cave</i> : The Ideal vs. The Real |
| 5 | 2/21/19 | <i>Writing Arguments</i> Chapter 6: Logos, Pathos, Ethos, and Kairos |
| 6 | 2/26/19 | <i>Amusing Ourselves to Death</i> : Identifying Argumentative Structure in Media |
| 6 | 2/28/19 | <i>Writing Arguments</i> pages 397-404: Informal Fallacies DUE: EXPLORATORY ESSAY FINAL DRAFT |
| 7 | 3/5/19 | <i>Writing Arguments</i> Chapter 7: Objecting Views |
| 7 | 3/7/19 | <i>The First White President</i> : Logic and Morality |
| 8 | 3/12/19 | <i>Writing Arguments</i> Chapter 5: Using Evidence DUE: ANALYTICAL ESSAY PROPOSAL |
| 8 | 3/14/19 | <i>Writing Arguments</i> Chapter 15: Gathering Evidence and MLA Documentation |
| 9 | 3/19/19 | <i>Writing Arguments</i> Chapter 8: Analyzing Arguments Rhetorically |
| 9 | 3/21/19 | <i>Writing Arguments</i> Chapter 10: Types of Claims |
| 10 | 3/26/19 | <i>Writing Arguments</i> Chapter 11: Defining what we Know DUE: ANALYTICAL ESSAY ROUGH DRAFT (BRING 2 PRINT COPIES FOR PEER REVIEW) |
| 10 | 3/28/19 | <i>Intelligence Squared: The Catholic Church is a Force for Good in the World</i> (in-class video): Argument as Debate |
| 11 | 4/2/19 | <i>Writing Arguments</i> Chapter 9: Analyzing Visual Arguments |
| 11 | 4/4/19 | <i>Killing us Softly</i> (in-class video): Visual Storytelling |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|--|
| 12 | 4/9/19 | <i>Writing Arguments</i> Chapter 14: The Call to Action DUE: ANALYTICAL ESSAY FINAL DRAFT MULTIMODAL PROJECT GROUPS ASSIGNED |
| 12 | 4/11/19 | <i>Writing Arguments</i> Chapter 16: Integrating Evidence into your Essay IN-CLASS ASSIGNMENT: MULTIMODAL PROJECT PROPOSAL |
| 13 | 4/16/19 | <i>Writing Arguments</i> Chapter 13: Measuring Morality |
| 13 | 4/18/19 | <i>Writing Arguments</i> Chapter 12: Why This and Not That? |
| 14 | 4/23/19 | <i>Freakonomics</i> (in-class video): Cause and Effect |
| 14 | 4/25/19 | DUE: MULTIMODAL PROJECT STATUS REPORT |
| 15 | 4/30/19 | Group Work Day |
| 15 | 5/2/19 | Group Work Day |
| 16 | 5/7/19 | MULTIMODAL PROJECT GROUP PRESENTATIONS |
| 16 | 5/9/19 | MULTIMODAL PROJECT GROUP PRESENTATIONS |
| 17 | 5/20/19 | Final Class Meeting: Preparing and Submitting your Online Portfolio and Reflective Essay. <u>All Students are Required to a Bring a Laptop, Tablet or Other Electronic Device to this Meeting.</u> DUE: REFLECTIVE ESSAY AND PORTFOLIO NOTE: Meeting is from 2:45-5:00PM |

**** Please note that this schedule is tentative and subject to change. Any changes will be announced in class and via Canvas**