

**Spring 2019**  
**San José State University**  
**Department of English & Comparative Literature**  
**English 1A Section 9**  
**MW 9 – 10:15 BBC 122**

<b>Instructor:</b>	Leanne Lindelof
<b>Office Location:</b>	FOB 219
<b>Telephone:</b>	408-924-4436
<b>Email:</b>	Leanne.lindelof@sjsu.edu
<b>Office Hours:</b>	W 12:30 – 1:30 Thurs. by appt.
<b>Class Days/Time:</b>	MW 9 – 10:15
<b>Classroom:</b>	BBC 122
<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.

**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.

This semester, students will be exploring the idea of self-discovery. Through reading, writing, reflection, and discussion, students will begin to uncover what constitutes self-discovery and how they, individually, can uncover and begin to understand their desires, skills, ideas, and aspirations.

### **ENGL 1A Learning Outcomes (GELO)**

Upon successful completion of the course, you will be able to

- read actively and rhetorically;
- perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- 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.

#### Assignment Word Count and Learning Goals

<b>Assignment</b>	<b>Word Count</b>	<b>GELO</b>
Out of class essays	2500 – 3000	1 – 5
Revisions	3200 – 4000	1 -5
In-class essays	1000	1,2,3,5
Portfolio reflection	500	1 – 5
Quizzes	n/a	1,3,4
E-mail to prof	250	1,2,3,4,6,9

### **Required Texts**

*The Everyday Writer, Sixth edition with exercises* Lunsford, Andrea

Course Reader, Maple Press

Access to a full volume dictionary

## Grading Policy

Grades will be determined out of a possible 500 points and will be distributed as follows:

Out of class essays # 1 & 5 (Complete drafts).....	80 pts
Revisions, essays # 3 & 6 . . . . .	100
In-class essays #2 & 4.....	100
Written participation,i.e in-class exercises and quizzes.....	100
Multi-modal project.....	50
E-mail to prof.....	20
Portfolio and final experience.....	50

## Classroom Protocol

Classroom Protocol I have one rule: be respectful. This means no texting, no on-line shoe shopping, no unnecessary yawning, no snoring or otherwise making random noises. No arriving fifteen minutes late and interrupting the lecture or discussion to fumble to your seat.

Late work: Students must be in attendance to complete in-class assignments. Written assignments cannot be handed in late without prior consent of the instructor; any assignment arriving after the class period has ended is considered late. . . and will not be accepted.

Exception to late work rule: Students may make up missed in-class assignments with prior consent of the instructor. Out-of-class essays, in case of emergency (written and signed proof necessary), may be turned in up to one week late. Such work, however, might not be returned in a timely fashion.

Canvas: Students will be required to check Canvas regularly and to be familiar with ways Canvas will be used in the course.

\*\*\*\*\*

## Course Schedule

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	Course introduction, syllabus, getting to know you
	1/30	What it means to be a writer Rhetorical triangle 5 r's EW, pp. 4 – 16 *quiz *e-mail to professor assigned

Week	Date	Topics, Readings, Assignments, Deadlines
2	2/4	Narration Brainstorming EW, pp. 35 – 40 *in-class assignment *e-mail DUE
	2/6	"From Jamaica to Minnesota to Myself," James CR *quiz
3	2/11	"Learning to Drive," Pollitt Supplementary reading TBD *essay #1 assigned
	2/13	Outlining "The Rosary," Chee *quiz
4	2/18	Essay #1 workshop *in-class exercise
	2/20	Grammar EW, pp. TBD *essay #1 DUE
5	2/25	Poetry (posted on Canvas) Description *extra credit opportunity
	2/27	In-class essay #2
6	3/4	Strong paragraphs EW, pp. 64 - 69 *in-class assignment
	3/6	Individual strategies
7	3/11	Individual strategies
	3/13	Revision Revision plan *Revision essay (#3) assigned
8	3/18	"My Daughter and God,' Cronin *Reader response in-class
	3/20	Revision essay check-in Research, EW 157 – 204
9	3/25	Multi-modal projects Annotated bibliographies Persuasion/visual rhetoric *multi-modal project assigned
	3/27	In-class essay #4 *Revision essay DUE
10	4/1	SPRING BREAK
	4/3	SPRING BREAK

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
11	4/8	Multi-modal projects *all elements of project DUE
	4/10	Multi-modal projects
12	4/15	Intro to argumentation EW, pp. 112 – 119 "Letter from a Birmingham Jail," King (excerpt in CR) *Essay #5 assigned
	4/17	Critical thinking Fallacies, EW pp. 119 - 123 *quiz
13	4/22	Google Memo (handout or posted on Canvas) "I'm a Woman in Computer Science," Lee *quiz
	4/24	"A New Citizen Decides to Leave the Tumult of Trump's America," Mead *quiz
14	4/29	Argumentation continued. Article/blog TBD
	5/1	Workshop #5 *in-class assignment
15	5/6	Portfolios *essay #5 DUE
	5/8	Portfolios continued Last chance grammar EW, pp. TBD
16	5/13	Course review *essay #6 assigned
<b>Final Exam</b>	5/16	7:15 – 9:30 Portfolios and Essay #6 DUE