

San José State University
Humanities & Arts / Dept. of English
ENGL 1A: First-Year Writing, Sections 14 & 19, Spring 2019

Course and Contact Information

Instructor:	Edwin Sams
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Office Hours:	TTH 9:00-10:30 a.m., Friday 8:30-9:30 a.m.
Class Days/Time:	TTH 10:30 a.m.-Noon (Section 14), Noon-1:15 p.m. (Section 19)
Classroom:	Section 14 in BBC 122, Section 19 in 316
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE A2 Written Communication

ENGL 1A Course Description

General Course Description

English 1 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 develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1A you will practice these skills by writing for various audiences and rhetorical situations.

Section-Specific Course Description

Creativity, sustainability, and global citizenship—making something, keeping it, and sharing it—are the three most important issues of your generation, perhaps more so than any other generation before yours. Masha Gessen’s award-winning nonfiction novel Words Will Break Cement will provide the forum to discuss these three significant ways in which contemporary society develops. Are the members of the notorious Russian punk rock band, Pussy Riot, criminals or revolutionary artists? How does Vladimir Putin’s oligarchical government affect the environment and citizens’ rights? Does what happens in Russia stay in Russia, or do the decisions made there affect the rest of the world? This is the world that you inherit, ready for you to take charge. This is your time to seize opportunities and make wise decisions and to develop your own personal voice by polishing your writing skills on these three important themes.

ENGL 1A Learning Outcomes (GELO)

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

- 1 Read actively and rhetorically.
- 2 Perform essential task in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performances
- 3 Articulate an awareness of and write according to the rhetorical features of text, such as purpose, audience, context and rhetorical appeals
- 4 Integrate the ideas of yours and others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.
- 5 Demonstrate college-level language use, clarity, and grammatical proficiency in writing.

GE A2 Course Description

SJSU classes are designed such that in order for you 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.

ENGL 1A fulfills your written communication general education requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at 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.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least three essays shall be written in class. ENGL 1A classes require out-of-class essays too.

You will receive frequent evaluations of your writing. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on global citizenship, sustainability, and creativity. All readings will include useful models of writing for academic, general, and specific audiences.

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.

Final Exam: An in-class essay to be graded by the department rubric.

Required Texts/Readings

Textbook

Patterns for College Writing, 14th ed. (ISBN 978-1-319-01312-7)
Bedford Handbook, 10th ed. (ISBN 978-1-4576-8303-9)
Words Will Break Cement by Masha Gessen (ISBN: 9781594632198).

Course Requirements and Assignments

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Analysis of Russia's environmental sustainability	1000	1,2,3,4,5
Persuasive argument on Human Rights in Russia	1000	1,2,3,4,5
Reflective essay: Is Pussy Riot Art?	1000	1,2,3,4,5
Preliminary drafts	1000	1,2,3,4,5
Diagnostic essay	500	1,2,3, 4,5
Practice Final exam	500	1,2,4
Writer's journal on readings in revised form	2500	2, 3, 4, 5
Assessment essay on personal writing process	500	2, 3, 4, 5

Grading Policy: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct
B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective
C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete
D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect
F=50: Writing that is off-topic, late, brief

NOTE: A plus (+) sign added to a letter grade indicates the highest performance or value within its range while a minus (-) sign indicates the lowest performance or value within its range.

Final Average will be determined by the breakdown of these grades:

Three 1000-word essays at 30% to be graded on the A-F scale.

Four 500-word preliminary drafts at 20% to be graded on the A-F scale.

One 2000-word writer's journal at 20% to be graded on the A-F scale.

Ten quizzes at 10% to be graded on the 100-point scale.

Ten participation grades (homework, board work, etc.) at 10% to be graded on the 100-point scale.

One final exam at 10% to be graded on the A-F scale.

There is no provision for late work. Please contact me the day you are absent when work is due.

Attendance per se shall not be used as a criterion for grading according to [University Policy F-69-24](http://www.sjsu.edu/senate/docs/F69-24) located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.

A grade of C- or higher is needed to pass this course.

Classroom Protocol

Students are expected to be in their seats when class begins. They should have all the necessary books ready for class activities and discussion. The day's assignments should have been read and assigned homework typed and ready to turn in. Computers and cell phones in class should be used only for classroom activities.

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>

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

You can continue to include all the relevant policies on your syllabus or use the link to the Fros English Web page where they are listed for students at http://www.sjsu.edu/english/frosh/program_policies/index.html

Dropping and Adding

Drop Deadline: February 5, 2019

Add Deadline: February 12, 2019

English 1A (Sections 14 & 19), Spring Semester 2019, Course Schedule

(This schedule may be subject to change. Students will be alerted to changes in class or by email.)

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22/19	No class
1	1/24/19	Intro to course, in-class Diagnostic essay (GELO 1, 2, 3, 4, 5)
2	1/29/19	<i>Patterns</i> Chps. 2 & 3, <i>Bedford</i> 19 Multimodal Chalk Talk (GELO 1, 3, 4, 5)
2	1/31/19	Gessen Prologue; Quiz (B-19); Multimodal Chalk Talk (GELO 1, 3, 5)
3	2/5/19	<i>Patterns</i> 6, <i>Bedford</i> 20, Word Cloud; Multimodal Chalk Talk (GELO 1, 2,3, 4, 5)
3	2/7/19	Journal 1 due ; Gessen Chp.1, Multimodal Chalk Talk (GELO 1, 2, 3, 4,5)
4	2/12/19	<i>Patterns</i> 7, Quiz (B-20), <i>Bedford</i> 21, Multimodal Chalk Talk (GELO 1, 2, 3, 4, 5)
4	2/14/19	Quiz (B-21), <i>Gessen</i> Chap. 2, Multimodal Chalk Talk (GELO 1, 2, 3, 4, 5)
5	2/19/19	<i>Bedford</i> 27 a,b, <i>Patterns</i> 8, Multimodal Chalk Talk (GELO 1, 2, 3, 4,5)
5	2/21/19	Journal 2 due , Gessen Chap. 3, Multimodal Chalk Talk (GELO 1, 2, 3, 4, 5)

Week	Date	Topics, Readings, Assignments, Deadlines
6	2/26/19	Quiz (B-27 a,b), <i>Patterns</i> 10, Multimodal Chalk Talk (GELO 1, 2, 3, 4, 5)
6	2/28/19	<i>Bedford</i> 27 d-g, Gessen Chp. 4, Multimodal Chalk Talk (GELO 1, 2, 3, 4, 5)
7	3/5/19	Quiz (B-27 d-g); <i>Patterns</i> Chp.11, <i>Bedford</i> 26 (GELO 1, 2, 3, 4, 5)
7	3/7/19	Journal 3 due , <i>Patterns</i> Chp.4 (GELO 1,2,3,4)
8	3/12/19	Quiz (B-26); <i>Patterns</i> Chp 12; Gessen Chp. 5 (GELO 1, 2, 3, 4, 5)
8	3/14/19	Gessen Chp. 6; Draft due ; Peer Review (GELO 1, 2, 3, 4)
9	3/19/19	<i>Patterns</i> Chp. 13; (GELO 1, 2, 3, 4)
9	3/21/19	<i>Patterns</i> 13; Gessen Chp.7 (GELO 1, 2, 3, 4)
10	3/26/19	Analytical essay on sustainability (GELO 1, 2, 3,4,5)
10	3/27/19	Personal response outlines due, Gessen Chap. 8 (GELO 1, 2, 3, 4)
11	4/2/19	Spring Break
11	4/4/19	Spring Break
12	4/9/19	Journal 4 due , <i>Patterns</i> 14; <i>Bedford</i> 32 a-e, ; (GELO 1,2,3,5)
12	4/11/19	In-class reflective essay on creativity: Is Pussy Riot Art? (GELO 1, 2, 3, 4, 5)
13	4/16/19	Quiz 32 a-e; <i>Patterns</i> 14; Gessen 9 (to p.224) (GELO 1, 2, 5)
13	4/18/19	<i>Bedford</i> 32 f-i, <i>Patterns</i> 14, Gessen 9 (GELO 1, 2, 3, 4, 5)
14	4/23/19	Quiz (B-32 f-i); Gessen 10; <i>Patterns</i> 9 (GELO 1, 2, 3, 4, 5)
14	4/25/19	Draft due ; Peer Review, Gessen 11, <i>Bedford</i> 36 (GELO 1, 2, 3, 4)
15	4/30/19	Quiz (B-36); Gessen 12 (GELO 1, 2, 3, 4, 5)
15	5/2/19	Argumentative essay due on the trial and sentencing of Pussy Riot, <i>Bedford</i> 45; Gessen Epilogue (GELO 1,2,3,4,5)
16	5/7/19	In-class practice final , Final Exam Prep(GELO 1, 2, 3, 4,5)
16	5/9/19	Quiz (B-45); Assessment essay due ; Final Exam Prep (GELO 1, 2, 3, 4, 5)
Final Exam	Section 14 Section 19	Thursday, May 16 at 9:45 a.m. (GELO 1,2,3,4,5) Monday, May 20 at 9:45 a.m. (GELO 1,2,3,4,5)