

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, Spring 2019**

<b>Instructor:</b>	Kirsten Schwartz
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<b>Telephone::</b>	408 924-5083 (I can be reached at this number only during office hours.)
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<b>Office Hours:</b>	TR 10:30 - 11:30am and by appointment
<b>Class Days/Time:</b>	TR 1:30-2:45
<b>Classroom:</b>	BBC 128
<b>Prerequisites:</b>	Successful completion of Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2 Written Communication

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### **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 and readings can be found easiest under the “Module” tab on the Canvas homepage. Assignment instructions will be listed there, as well as their due date. You can use Canvas to check up on your grades under the “Grades” tab. Any announcements will be sent through the Canvas messaging system, so be sure to check your email often!

### **Course Introduction**

Argument affects nearly every aspect of our lives, although we are often unaware of how it does so. Argument is what drives us to learn new things. It allows us to form opinions. 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 to 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 college 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. Any issues will be addressed as needed.

### **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/Materials**

Our main text for this course is The New York Times. I will walk you through subscribing to that newspaper on the first day of class. Other readings will be distributed electronically via Canvas. I highly recommend a writing handbook. I will pass around a few for you to review, but the Online Writing Lab through Purdue University is excellent - <https://owl.purdue.edu/> - check it out!

The second subscription that I am asking you to procure is a subscription to Eli Review. I will walk you through this in class. Your access code, once you have paid for the subscription is: **gnaw259stabs**.

## 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 will consist of thirty-one class meetings and four assignments. Two of your assignments will be written essays exploring various aspects of argumentation. Both essays will begin with a brief (no more than 500 word) proposal to be turned in through ELI Review 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 the instructor has approved your proposal, you will need to prepare a rough draft of your essay and bring one printed copy to class for peer-revision and two printed copies for peer-editing before composing and submitting your final draft. Your penultimate assignment will be a multimodal group project in which 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. The final assignment will be a reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. This essay will accompany a portfolio of your writing to be compiled in-class during our last meeting. In-depth descriptions of each assignment will be available under the “Module” tab in 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 should be located in the top-left corner of the first page of the essay. 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 2:45pm the day they are due or they will be considered late.

### Grading Information

Grades will be based on your fulfillment of the obligations set forth in our Class Contract. Letter grades will be rewarded as follows:

- Exceeding the obligations earns you an A in the course
- Simply fulfilling the obligations earns you a B+
- Failure to meet some of the obligations will result in a grade of C or possibly D
- Failure to meet any of the obligations will result in a grade of F

To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A.

## **Classroom Protocol**

Much of this course will consist of in-class discussions and collaborative exploration. 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 access to your readings and writings to every class meeting, as most discussions will revolve around ideas that you present. Since much of the work in this class will involve Canvas and Eli Review, use of laptops/tablet computers during class is acceptable and encouraged, though use of such devices for non-class related activities will result in penalty. Late work will be noted and considered a slight in fulfilling your obligations under the course contract. Please note that you must complete all assignments in order to receive credit for this course. Students may bring snacks or beverages to class so long as they don't make a mess and clean up after themselves. 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 opinion 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 administrative action up to and 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. This is a great place to go if you need extra help with the basics!

Writing Center Clark Hall, Suite 126 408-924-2308 [writingcenter@sjsu.edu](mailto: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](mailto: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/>

## **Schedule of Reading & Writing in Stretch English for Fall 2018**

The schedule below is intended to provide us all an overview of the work in this class. I based this projected schedule for what has worked for me in the past, but that may be different this year. We will see as we go. While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule will be adjusted in Canvas as we work together this year to develop your writing. I will publish an updated schedule with each new writing assignment sheet. All updates will also be on our Canvas homepage, which I will revise on a daily basis as needed.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Class Introduction and Overview – Building a Writing Cohort; Subscribe to the NYT and ELI - weekly assignments ELI – were you prepared? DUE 1/28
2	1/29	Exploring the NYT; Discussion: Argument – an Introduction Close reading discussion: KWL+ In Class: <i>Assumptions of a College Culture</i> Out:
2	1/31	Fact vs. Opinion Intro to Harkness discussions In Class: Reflection of discussion (create Writer’s Journal) Out: Read NYT front page <b>ELI: 2/4 EXPLORATORY ESSAY PROPOSAL (ELI)</b>
3	2/5	Exploratory Essay Assignment - Argument as Inquiry discussion Recognizing Thesis driven vs. Exploratory In Class: activity re: above Out: Read NYT front page, KWL+ <i>Letter from Birmingham Jail</i>
3	2/7	<i>Letter from Birmingham Jail</i> (Via Canvas): Genre, Audience, Rhetoric In Class: Harkness Discussion re: above, reflection Out: Read NYT front page ELI: Intro due 2/11
4	2/12	Understanding Fact vs. Opinion In Class: quiz re: above Out: Read NYT front page; KWL+ <i>Allegory of the Cave</i>
4	2/14	<i>Allegory of the Cave</i> (via Canvas): The Ideal vs. The Real In Class: Harkness Discussion re: above, reflection Out: Read NYT front page Body Paragraph Due in ELI 2/18
5	2/19	<b>DUE: EXPLORATORY ESSAY ROUGH DRAFT (BRING 1 PRINT COPIES FOR PEER REVIEW)</b> In Class: Revision Peer Review, revision plan Out: Revise Essay, Read NYT
5	2/21	Identifying Argumentative Structure in Media <b>In Class: Bring 2 copies of revised essay for Edit review</b> Out: ELI – Identify writing process (2/25)
6	2/26	<b>DUE: EXPLORATORY ESSAY FINAL DUE</b> In Class: How our Minds play tricks/Reading aloud/reflections Discussion: Addressing Use of Evidence/ Introduction to the OpEd Out: Read Assignment Description/Read NYT Opinion Pages
6	2/28	Gathering Evidence and MLA Documentation In Class: Stanford Study on using sources

		Out: Read NYT Opinion, ELI paragraph due 3/4
7	3/5	Elements of a classic argument – reading from Understanding the Classics (Aristotelian Argument) In Class: Brainstorm framework for OpEd essay Out: Read NYT OpEd Pieces
7	3/7	<i>Encomium of Helen</i> (via Canvas) and <i>TBA in-class video</i> : Information or Propaganda? In Class: Out: Read NYT OpEd <b>DUE: 10/1 OpEd ESSAY PROPOSAL</b>
8	3/12	Online Assignment – class will not meet in person this week
8	3/14	Online Assignment – class will not meet in person this week ELI Intro for OpEd due 3/18
9	3/19	Analyzing Written Arguments -Logos, Pathos, Ethos, and Kairos
9	3/21	<i>Nice People Really Do Have More Fun</i> (Via Canvas): Reading Rhetorically In Class: recognizing flow in writing and identifying appeals Out: Read NYT Opinion pages ELI Body Paragraph due 3/25
10	3/26	Analyzing Visual Arguments <b>DUE: OpEd ESSAY ROUGH DRAFT (BRING 1 PRINT COPY FOR PEER REVIEW)</b> In Class: Peer-revision Out: Read NYT Opinion pages; revise essay
10	3/28	<b>Bring 2 print copies for Edit Review</b> In Class: Discussion re: Reverse Outline; Peer-edit Out: Read NYT Opinion pages; edit essay <b>DUE 3/29 OpEd Essay and reflection</b> <b>ELI Due 4/8 – Multimodal response</b>
11	4/2	Spring Break
11	4/4	Spring Break
12	4/9	The Call to Action <b>MULTIMODAL PROJECT GROUPS ASSIGNED</b> Types of Claims Found in Arguments In Class: Meet with groups to discussion plan for combining topics Out: Read Assignment Description (Mod 3), Read NYT
12	4/11	Language that Moves Us – Call to Action In Class: Identifying Call to Action language in writing <b>Out: ELI: MULTIMODAL PROJECT PROPOSAL Due 4/13, Read NYT</b>
13	4/14	MLA Citing Sources; Reverse Outline In Class: Practice and Discussion of Citing Sources; Works Cited Page Out: Read NYT; Reverse Outline of Working Draft
13	4/16	Multimodal project workshop – how will you teach your audience? In Class: group discussions Out: Read NYT, finish Call to Action draft and bring to next class
14	4/23	Peer Review and Revision Plan In Class: peer revision

		Out: Read NYT; revision plan; bring 2 copies of revised essay to next class
14	4/25	Informal Fallacies; Peer Edit In Class: Peer edit Out: Finalize essay, Read NYT Eli Paragraph due 4/29 (last one)
15	4/30	<b>Call to Action Due</b> ; Review Presentation Guidelines with examples In Class: Discussion/Q & A for presentations Out: Read NYT; work on presentations
15	5/2	Workshop for Presentations/Discussion of Portfolio In: workshop in groups/Q & A for upcoming Portfolio, set up Portfolium Out: prepare for presentation
16	5/7	<b>MULTIMODAL GROUP PRESENTATIONS</b> <b>Out: Discussion Thread, Read NYT</b>
16	5/9	<b>MULTIMODAL GROUP PRESENTATIONS</b> <b>Out: Discussion Thread, Read NYT</b>
Final	Friday 5/17	Final Class Meeting: Preparing and Submitting your Online Portfolio and Reflective Essay. All Students are Required to a Bring a Laptop, Tablet or Other Electronic Device to this Meeting. <b>DUE: REFLECTIVE ESSAY AND PORTFOLIO</b> NOTE: Meeting is in our regular classroom 12:15-2:30PM