

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Sections 55, 18, 36; Fall 2016**

<b>Instructor:</b>	Dr. Julie Sparks
<b>Office Location:</b>	Faculty Office Building 128
<b>Telephone:</b>	(408) 924-4434
<b>Email:</b>	julie.sparks@sjsu.edu
<b>Office Hours:</b>	MW 3-4, TTh 2-3 & by appointment
<b>Class Days/Time:</b>	Section 55 MW 1:30-2:45, Section 18 TTh 9-10:15, Section 36 TTh 12:1:15
<b>Classroom:</b>	Section 55: BBC 124, section 18 BBC 122, section 36: BBC 123
<b>Prerequisites:</b>	English Placement Test
<b>GE/SJSU Studies Category:</b>	GE A2 Written Communication

**Faculty Web Page and MYSJSU Messaging** Some course materials such as syllabus, grades, and some of the readings can be found on the Canvas learning management system course website. The “regular” course web site will hold everything, though, including the syllabus, schedule, assignments, readings, sample student papers. General course updates and reminders will come to you through email through the MySJSU system. You are responsible for keeping up with the course through these sites and systems to learn of any updates. My general site: <http://www.sjsu.edu/people/julie.sparks/>

**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.

**ENGL 1A Learning Objectives (CLO)** Upon successful completion of the course, you will be able to:

1. communicate meaning clearly and effectively.
2. identify focus, tailored to a particular audience and purpose.
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
4. explain, analyze, develop, and criticize ideas effectively.
5. use within your own essay supporting material drawn from primary and secondary sources, including appropriate citations.
6. organize individual paragraphs and entire essays.
7. construct sentences with accuracy, variety, and clarity.
8. use appropriate diction and tone.
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

**ENGL 1A Learning Outcomes (GELO)** Upon successful completion of the course, you will be able to

1. read actively and rhetorically;

2. 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. 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

**Writing:** Writing assignments will give you 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 you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

**Reading:** ENGL 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.

**Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.

**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.

## 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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Assignment Word Count and Learning Goals

Assignment	Words	GELO	CLO	points	% of semester grade
writing history (reflection/analysis)	500-800	1, 3-5	1,2,4-9	0	0%
Rhetorical Analysis essay	500-800	1, 3- 5	1,2,4-9	50	5%
<b>Profile/ Site Visit Essay</b> (revised)	1400	1-5	1-9	300	30%
<b>Critical Response Essay</b> (revised)	1400	1-5	1-9	300	30%
<b>portfolio essay</b>	1200	1-5	1-9	150	15%
Film Club Presentation + outline	250-500	1, 3- 5	1,2,4-9	50	5%
Small assignments	varies	varies		150	15%

## Required Texts

**Main Textbook:** *The Norton Field Guide to Writing, 3<sup>rd</sup> edition*, by Richard Bullock ISBN-13: 9780393919561 Note: This is the main text, referred to as “text” on your schedule. You will need to bring it with you to class always. And yes, there is a new edition, but this one is cheaper, so we’re going with it.

**Other Required Readings:** Articles and excerpts from a wide variety of books will be posted online (probably both on Canvas and the course site listed above, but check the latter first.) It is very important that you read these before class AND bring them with you, either on an electronic reader or (ideally) printed out so you can mark on them. Print double-sided if you can to save paper.

### **Strongly Recommended**

**SJSU Campus Handbook:** *The Everyday Writer* by Andrea Lunsford

Note: An electronic copy of this book **will be given free** to all new freshman, to be kept throughout your college career. I will recommend that you use it from time to time for reference, particularly for grammar, but I won't require it, and you won't need to bring it to class every time. Note: Even the latest edition has the older rules for MLA citation, so use the MLA website, instead.

### **Grading Policy**

#### **Students must receive a C- or higher to pass the course**

The department's standard grading scheme consists of the following: Requirements for particular assignments will vary, but in all cases essay 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** (how well you say what you say).

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

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

A **"D"-range 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.

#### Course Grade Point Values

1000-930	A	769-730	C
929-900	A-	729-700	C-
899-870	B+	699-670	D+
869-830	B	669-630	D
829-800	B-	629-600	D-
799-770	C+	599-0	F

### **Classroom Protocol**

**Campus Policy in Compliance with the American Disabilities Act:** If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Academic Integrity** The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit, **or submitting your own work that you wrote for another class**) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student submitting them, and they must be written only for this class unless otherwise specified. **Turniti.com:** To receive credit, *all essays for this class must be submitted to Turnitin.com*. Late submissions to Turnitin will be penalized—if I have to keep asking. . .

**Professionalism and maturity:** Perhaps this should go without saying, but students will be expected to treat each other and their professor with courtesy and respect. This includes the little things, like getting to class on time and refraining from toying with electronic devices and chatting with buddies in class. Professionalism also involves the more serious matter of avoiding rude or hostile remarks. We will be discussing some emotionally potent issues, so it will be important for us all to express ourselves carefully and try to keep our cool. Students who fail in this regard might be asked to leave the classroom. Professionalism and maturity also mean you will take responsibility for coming to class every time, well prepared for class, and it means following directions and meeting deadlines. **Significant problems with this can and often does mean failure in the class.** More about this below.

**Attendance and Participation:** **It is very important that students come to class, every time, and come prepared to participate.** This means that reading assignments should be finished *before* the class period when they will be discussed, and that students should get to class on time to turn participate in the discussions, see the films, turn in homework, and/or take quizzes. There will be frequent, unannounced in-class writing of some sort, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. **Poor attendance and weak participation will significantly reduce your learning experience and your grade.**

**Absences:** Due to the nature of a hands-on, skills-development class, **absences will be a very serious problem.** The most common reason students fail this class is that they don't show up regularly, and they don't realize how much they're missing or how far they've fallen behind because they don't know what is happening when they're gone. Whether it is arrogance, laziness, illness, or traumatic events beyond your control, the result is the same. When you absolutely must miss a class, contact a classmate and/or the prof to get caught up.

**Late policies:** \*\*\*\***Please do not ask for exceptions to these policies** because you put me in an awkward position and provoke the ire of your classmates. One reduced grade on an essay or a couple of missed quizzes will not destroy your grade. Repeated lapses *will* damage your grade.

**No late homework:** I realize everyone has emergencies now and then, but I have found that accepting late homework opens the door to chaos. So, **SMALL IN-CLASS WRITING CANNOT BE MADE UP. LATE HOMEWORK WILL NOT BE ACCEPTED.** Late homework is any homework that arrives after class begins.

**Late major assignments penalized:** If you miss either of the two in-class essays, they **MUST** be made up—when it is convenient for the prof--but they are the only exceptions. Grades for late essays will be reduced a grade step (e.g. from B- to C+) for every day they are late, and one week late is the limit. This policy provides incentive to meet deadlines, which are even more crucial in the workplace than in school.

**Procedures for turning in work:** **All assignments are to be submitted on paper** (not just electronically) **in class, at the beginning of class when they are due.** They are not to be slid under my office door or into my mailbox.

**Extra Credit:** To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will allow you to earn extra points by attending campus lectures or performances and writing about them. I will also draw up a list of a few other options that relate more closely to our course goals and themes. **There is a 30-point maximum per semester, per student, for extra credit.** Extra credit can be turned in any time, but it will be graded when I have time. Please do not nag! **The final deadline for extra credit is the morning of the final, but you can turn in only ONE that day.** Any cheating on these will void any extra credit you have earned and bar you from future extra credit.

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

**ENGL 1A: Section 55 Fall 2016 Course Schedule** (subject to change with notice)

**Directions:** Except for the first day, whatever follows “**Read**” is what we will discuss in class that day, so you should read it, bring it to class, and be ready to discuss (and be quizzed on) that reading that day. For instance, on W 8/31 you should have read pp. 1-24 and 243-248 in the text, The text is *The Norton Field Guide to Writing*. “*EW*” means the handbook: *The Everyday Writer*. Where it says “**DUE**,” that means whatever follows is due at the beginning of class where that appears. If you’re late, so is your paper. Where it says “**(online)**,” that means it is posted on the [course Web site](#) (not necessarily on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/24	Introduction to the Course, Pathways Themes brief in-class writing <u>Read for next time:</u> Sample Student Essays (online), Chapter 1 EW
2	M 8/29	<b>In-class essay #1</b> Self-Reflection: Your Writing/Reading History ( <b>bring writing sample, greenbook</b> )
2	W 8/31	<b>Unit One: Introduction to Rhetorical Analysis</b> <u>Read:</u> text 1-24 and “Regrets of an Accomplished Child” by Pamela Paul (online)
3	M 9/5	*****Labor Day - Campus Closed*****
3	W 9/7	Rhetorical Analysis, continued <u>Read:</u> text 52, 69-70 + “Travel as a Political Act” (online)
4	M 9/12	Review Rhetorical Analysis, grammar, for in-class essay #2
4	W 9/14	<b>In-class essay #2</b> Rhetorical Analysis of an Essay (bring a greenbook, pens)
5	M 9/19	Reading Critically <u>Read:</u> 396-413 + “Message to my Freshman Students” (online) <b>DUE:</b> annotated argument homework
5	W 9/21	Writing Arguments, Making Appeals <u>Read:</u> text 323-341 <b>DUE:</b> outline for your response to “Message to my Freshman Students”
6	M 9/26	<b>Unit Two: The Profile Essay/Site Visit</b> <u>Read:</u> text 191-203 and excerpt from “Working in the Shadows” (online)
6	W 9/28	Writing Strategies: description, dialogue <u>Read:</u> text 367-381, and Excerpt from <i>Gaviotas: A Village to Reinvent the World</i> (online)
7	M 10/3	Narrating in a rhetorical context <u>Read:</u> text 387-395 and “Why Chinese Mothers are Superior” (online)
7	W 10/5	Writing workshop for profile essays: asking good questions <u>Read:</u> text 251-254, “Martin Curriel: Jefferson Award” + other Curriel profiles (online)

Week	Date	Topics, Readings, Assignments, Deadlines
8	M 10/10	Workshop for profiles: Structure <u>Read</u> text 457-461 “For Muslim Prom Queen, There’s No King” (online) <b>DUE:</b> at least 10 interview questions (must be TYPED)
8	W 10/12	Workshop for profiles: incorporating quotes <u>Read:</u> text 462-479 + sample profiles (online)
9	M 10/17	Conferences on your profile/site visit drafts
9	W 10/19	<u>Peer review workshop, profile essay</u> <u>Due:</u> rough draft of profile essay (2 copies) <u>Read:</u> text 269-281
10	M 10/24	Introduce <b>Film Club Project, Critical Review Essay</b> ( <i>Paris, Je t’Aime</i> exercise) <u>Read:</u> text pp. 52, 69-75, 297-294, excerpt from <i>Film Club</i> (online)
10	W 10/26	Begin Film <b>DUE: Profile Essay packet:</b> final draft, peer review sheet, rough draft, questions + memo (remember Turnitin.com)
11	M 10/31	Finish film. In-class writing and discussion. <u>Read:</u> Sample reviews #1 (online)
11	W 11/2	Choose Film Clubs <u>Read:</u> Descriptions of films (online), text 255-257 <b>DUE:</b> <u>your 3 film choices, ranked</u>
12	M 11/7	Workshop on researching a film <u>Read</u> text 164-172, Sample Reviews #2 (online) <u>Due:</u> <u>topic proposal for review essay</u>
12	W 11/9	Workshop: discovering your thesis, joining the conversation on a film <u>Read</u> text pp. 74-75, Sample Reviews #3 (online) Film Club time
13	M 11/14	Workshop: structuring a film analysis. <u>Read</u> text 76-79 <u>Due:</u> <u>outline of your review + thesis</u>
13	W 11/16	<u>Peer review workshop, critical review essay</u> <u>Due:</u> <u>rough draft of review essay (2 copies)</u>
14	M 11/21	<b>Unit Four:</b> Introduce <b>Portfolio Essay Assignment</b> , <u>Read:</u> 591-7, 612-620 (multi-modal presentations)
14	W 11/23	Film Club time, Conferences on Critical Review Essays
15		*****Thanksgiving Holiday – (campus closed Th & F)*****
15	M 11/28	Make-up Day (for those who need to make up in-class essays) <b>DUE: Critical Review Essays</b> draft, peer review sheet, rough draft+ memo (remember Turnitin.com)
16	W 11/30	<u>Peer review workshop, Portfolio essays</u> <u>Due:</u> <u>rough draft of Portfolio, including old essays</u>
16	M 12/5	Multi-modal Presentations (continued): TED talks and beyond (Majora Carter, The Story of Stuff;), <u>Read:</u> text pp. 287-296, (portfolios)
17	W 12/7	Film Club time, conferences on presentations
17	M 12/12	Begin film club presentations. <b>Due: written part of film club presentations</b>
	Final	Finish film Club Presentations <b>Due: Portfolio, Portfolio Essay</b> (remember Turnitin)