San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 47, Fall 2017

Instructor:	Ariel Andrew
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Office Hours:	Mondays and Wednesdays 10:30-11:30 a.m. or by appointment
Class Days/Time:	Mondays and Wednesdays/ 9:00-10:15 a.m.
Classroom:	Boccardo Business Center 128
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

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 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 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.

- Revised individual writing assignments
- Multimodal presentation
- Discussion board writing assignments
- In-class writing assignments
- Reading assignments

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
profile (including process materials)	1000	2, 3, 4, 5
textual analysis + evaluation (including process materials)	1000	1, 2, 3, 4, 5
argument + proposal (including process materials)	1500	1, 2, 3, 4, 5
Multimodal presentation (including process materials)	1000	2, 3, 4
reflection (including process materials)	1000	1, 2, 3, 4, 5
discussion board posts	300(5)= 1500	3, 4, 5
discussion board responses	100(10)= 1000	3, 4, 5
in-class participation	---	1, 4

Required Texts

Textbook

Bullock, Richard. *The Norton Field Guide to Writing 4th edition*
-The page numbers listed on the syllabus are from the 4th edition, but you are welcome to use older and/or electronic editions.
All other required materials are accessible on Canvas.

Other technology requirements / equipment / material

A laptop or tablet is required to access materials and write during class. Laptops and iPads may be checked out from the SJSU Student Computing Service. There are no additional fees for this service. It's included in your tuition.

Grading Policy

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Assignment	Word	% of Course
profile (including process materials)	1000	10%
textual analysis + evaluation (including process materials)	1000	10%
argument + proposal (including process materials)	1500	15%
multimodal presentation (including process materials)	1000	10%
portfolio reflection (including process materials)	1000	10%
discussion board posts and replies	2500	25%
in-class participation (including to readings, peer review, etc.)	n/a	20%

- Please contact me before the deadline if you experience an extreme circumstance that prevents you from making a deadline. I will not guarantee you an extension, but it is possible I will grant you one.
- I will deduct a letter grade for each class session a second draft is late. For instance, if you turn in the second draft of your personal literacy narrative during the class meeting after the deadline, and you earn a B on the assignment, you will receive a C.
- You must receive a C- or higher to pass this course.
- 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.

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.

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.

Classroom Protocol

In-class participation is essential to excel in this course. Please be on time and engaged during each class. If you have to take a call, please step into the hallway. **We will discuss topics of sensitive nature in this course. If you have any concerns regarding these topics, please contact me.** Behavior that threatens the learning environment and safety of the classroom will not be tolerated.

University Policies

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.

This link contains policy information relevant to Frosh English:
http://www.sjsu.edu/english/frosh/program_policies/index.html

ENGL 1A / Analyzing Agendas, Fall 2017, Course Schedule
This schedule is subject to change. Notice will be given on Canvas and in class.
*Readings should be read by the beginning of the class session on which they are listed.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/23	CLASS: • introductions • syllabus and course overview • letter to instructor
2	M 9/4	NO CLASS!
2	W 9/6	READING: • Norton 53-67 CLASS: • Double journal • Reading response DUE: • article of your choice
3	M 9/11	READING: • Norton 228-234 • "The Art of the Steal" Joshuah Bearman CLASS: • Reading discussion • Profile assignment (1st draft due 9/20) • Interview activity
3	W 9/13	READING: • "My Grandma the Poisoner" John Reed CLASS: • reading discussion • eulogy for fictional character
4	M 9/18	NO CLASS MEETING! DUE: • discussion board post #1 and 2 replies

Week	Date	Topics, Readings, Assignments, Deadlines
4	W 9/20	READING: • Norton 306-310 CLASS: • Peer review DUE: • 2 hard copies of profile assignment first draft • 1 copy to be submitted on Canvas by the beginning of class
5	M 9/25	READING: • "The Other Obama" Lauren Collins CLASS: • Reading discussion • Revision DUE: • Discussion board post #2 and 2 replies
5	W 9/27	READING: • Norton 110-122 CLASS: • Reading discussion • Textual analysis assignment discussion (1st draft due 10/9) • Textual analysis of social media figure of choice DUE: • Revised profile assignment to be submitted both as a hard copy with peer review materials and on Canvas
6	M 10/2	READING: • "Beyonce's flower-filled pregnancy announcement has pretty deep roots in art history" Anne Midgette • "Fairytale Prisoner by Choice: The Photographic Eye of Melanie Trump" Kate Imbach CLASS: • Reading discussion DUE: • Discussion board post #3 and 2 replies
6	W 10/4	READING: • Norton 122-128 • "The Most Interesting Man in the World: The star of Dos Equis' new ad campaign is too cool to shill beer" Seth Stevenson CLASS: • Reading discussion • Textual analysis of your favorite product/ company's marketing composition

Week	Date	Topics, Readings, Assignments, Deadlines
7	M 10/9	READING: • "Find Your Beach" Zadie Smith CLASS: • Reading discussion • Peer review DUE: • 2 hard copies of textual analysis first draft and 1 copy submitted on Canvas by beginning of class
7	W 10/11	READING: • Norton 313-317 CLASS: • Editing
8	M 10/16	READING: • Norton 169-174, 355-366 CLASS: • Reading discussion • Debate activity • Argument + proposal assignment (1st draft due 10/30) • Textual analysis revised draft to be submitted as a hard copy with peer review materials and as a digital copy on Canvas by the beginning of class
8	W 10/18	READING: • Norton 367-370 • "Betsy DeVos Is Right: Sexual Assault Policy is Broken" Cathy Young • "What Betsy DeVos doesn't understand about Title IX and campus sexual assault" Mili Mitra CLASS: • Reading discussion
9	M 10/23	READING: • Norton 174-182 CLASS: • Reading discussion DUE: • Discussion board post #4 and 2 replies
9	W 10/25	READING: • "Social Media's Small, Positive Role in Human Relationships" Zeynep Tufecki • "Have Smartphones Destroyed a Generation?" Jean M. Twenge CLASS: • Reading discussion

Week	Date	Topics, Readings, Assignments, Deadlines
10	M 10/30	READING: • "How California can best fight climate change" LA Times Editorial Board • "True impact on working people of AB 32 is no mere numbers game" James W. Kellogg CLASS: • Reading discussion • Peer review DUE: • 2 hard copies of argument + proposal first draft and 1 copy submitted on Canvas by beginning of class
10	W 11/1	READING: • "Searching for Safe Spaces" Ashutosh Bhagwat & John Inazu • "Leave Your Safe Spaces" Bret Stephen CLASS: • Reading discussion
11	M 11/6	READING: • Norton 248-251 • "An Experiment in Institutional Autobiography" Richard E. Miller CLASS: • Reflection assignment (1st draft due 11/13) DUE: • Argument + proposal revised draft to be submitted both as a hard copy with peer review materials and as a digital copy on Canvas by the beginning of class
11	W 11/8	READING: • "How to Tame a Wild Tongue" Gloria Anzaldúa CLASS: • Reading discussion DUE: • discussion board post # 5 and 2 replies
12	M 11/13	READING: • from *On Writing* Stephen King CLASS: • Peer review DUE: • 2 hard copies of reflection first draft and 1 copy submitted on Canvas by beginning of class
12	W 11/15	READING: • "The Achievement of Desire" Richard Rodriguez CLASS: • Reading discussion • Revision

Week	Date	Topics, Readings, Assignments, Deadlines
13	M 11/20	READING: • Norton 628-635, 69-70, 607-615 CLASS: • Presentations discussion DUE: • Reflection revised draft to be submitted as a hard copy with peer review materials and on Canvas by the beginning of class
13	W 11/22	NO CLASS!
14	M 11/27	READING: CLASS: • Presentations peer review DUE: • Presentations first draft
14	W 11/29	CLASS: • Portfolio compilation day
15	M 12/4	CLASS: • Presentations
15	W 12/6	CLASS: • Presentations
16	M 12/11	CLASS: • Presentations
Final Exam	M 12/18	**DUE**: Portfolio w/ Reflection 7:15-9:30 a.m.