Santa José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 46/70, Fall 2019

Class Days/Times	Section 46: Tues. & Thurs. 1:30-2:45pm Section 70: Tues. & Thurs. 3:00-4:15pm
Classroom	Section 46: Boccardo Business Center 121 Section 70: Clark Hall **303A** (note room change. Class will move to Clark Hall 225B pending notification)
Instructor	Helen Meservey
Email	helen.meservey@sjsu.edu
Phone	408.924.4323 (during office hours only)
Office	Faculty Office Building 115
Office Hours	Tues. & Thurs. 11:30am-12:30pm and by appointment
Prerequisite	Reflection on College Writing

Welcome to English 1A!
ENGL 1A is an introductory writing course designed to help you understand the writing process and the goals, dynamics, and genres of written communication. Through the 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.

Required Texts
- *On Writing Well: The Classic Guide to Writing Nonfiction,* by William Zinsser, available via our Canvas course site; a print version of this book is available at Spartan Bookstore and elsewhere. Note: Campus bookstore has 30th anniversary edition, but you may use any of the many earlier editions.
- Excelsior Online Writing Lab, https://owl.excelsior.edu
- Purdue Online Writing Lab, https://owl.purdue.edu
- Other readings as assigned
-

English 1A GE 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 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.

English 1A Course Content

Diversity
SJSU studies include an emphasis on diversity. You will engage integrated reading and writing assignments to construct your own arguments on complex issues that generate meaningful public discourse. Readings for the course include writers of diverse age, heritage, gender, and socioeconomic background.

Writing
ENGL1A classes require multiple out-of-class essays. Writing assignments give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires you to produce a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. Essays must be submitted in proper format: 12-point Times

New Roman font, double spaced, and in MLA format. For your convenience, a Microsoft Word template is available in Course Files.

Reading
There is a moderate amount of reading in this class, some of which will come from assigned texts (see above) and some of which will be from sources you locate.

Final Portfolio
At the end of the semester, you are required to turn in a portfolio that consists in part of selected examples of writing you produced for our class. Detailed instructions are posted on Canvas, and we will discuss this project throughout the semester.

English 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. This means you should expect to invest no fewer than nine hours per week in your English 1A studies. Learn more about student workload in University Policy S12-3; see http://www.sjsu.edu/senate/docs/S12-3.pdf.

Specific details for each assignment below will be posted to Canvas.

- 3 genre essays
- 5 reflections on required reading
- 10 discussion posts
- 10 in-class reflections on GELOs
- 1 presentation
- 1 final reflection
- 1 final portfolio

Assignment Word Count and Learning Goals

Assignment	Total Words	Total Points	% Grade	GELO
genre essay (3)	3,000 (plus revisions)	400 1@ 100 2@ 150	40	1, 2, 3, 4, 5
reading response (5)	2,500	250	25	1, 2, 3, 4, 5
discussion posts (10)	1,000	100	10	2, 3
reflection essay (1)	500+	100	10	1, 2, 4, 5
GELO (10)	na	50	5	3, 4, 5
portfolio (1)	na	50	5	2, 3, 5
presentation (1)	na	50	5	1, 2, 3, 4, 5

Total point value for the course is 1,000. Course grades are calculated according to the scale below:

94% - 100% =A	84% - 86% = B	74% - 76% = C	64% - 66% = D
90% - 93% =A-	80% - 83% = B-	70% - 73% = C-	60% - 63% = D-
87% - 89% = B+	77% - 79% = C+	67% - 69% = D+	0% - 59% = F

Grading Policy
To receive full credit, essays and reading responses must be submitted on time—at the start of class—on the posted due date. **Please note that no unexcused late work will be accepted. If you cannot make a deadline, you must contact me BEFORE THE DUE DATE.**

Peer workshops are mandatory (see course schedule): if you miss a mandatory workshop day or fail to bring printed drafts to workshop, your grade for that essay will be scaled down a half letter grade.

Note: Students must receive a C- grade or higher to pass the class. If you are an UGRM in English, you must earn a D- or higher in English 1A to clear remediation.Requirements for particular assignments vary, but in all cases essay grades reflect the paper's effectiveness, which is broken down into three major areas: **content** (this includes maturity and sophistication of thought), **organization**, and **expression**. Below are criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It shows the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It responds to the topic suitably and may contain some grammatical, mechanical, or usage errors.

A "C" essay completes the requirements of the assignment, but it shows weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay neglects 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 English 1A, much learning happens in class. Therefore, it is imperative that you attend class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to discussions, and (3) completing in-class assignments, which include occasional writing in response to prompts. Electronic resources such as laptops, tablets, and smartphones may be used during class to compose some assignments, take notes, access course materials on Canvas, refer to a dictionary or thesaurus, or capture images of curriculum on white board. Please be sure that ringers,

buzzers, bells, alarms, social media sites, shopping channels, Netflix, and other distractions are turned OFF during class.

University Policies
University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be referenced at http://www.sjsu.edu/gup/syllabusinfo/index.html. You are also advised to visit the Frosh English webpage at http://www.sjsu.edu/english/frosh/pro- gram_policies.

Canvas Support
If you need technical support with Canvas, please click the "Help" button in course navigation (left side menu bar of Canvas screen). From there, you can access a list of resources. Please check the Guide on How to get help with Canvas.

University-wide policy information relevant to all courses, such as academic integrity, accommodations, etc., can be referenced at http://www.sjsu.edu/gup/syllabusinfo/index.html. You are also advised to visit the Frosh English webpage at http://www.sjsu.edu/english/frosh/program_policies.

NB: <u>Reading assignments should be completed before class convenes on the noted date</u>. For example, you should read "A Way of Writing," by William Stafford and "Shitty First Drafts," by Anne Lamott <u>before</u> class meets August 29 (8/29). See below).

ENGL 1A: First-Year Writing, Sections 07 and 46, Fall 2019 Course Schedule

			CF = Course Files (accessible via Canvas) OWW = *On Writing Well (online and in print)* OWLEx = <u>owl.excelsior.edu</u> OWLP = <u>owl.purdue.edu</u>
Week		**Date**	**Topics, Readings, Assignments, Deadlines**
			Rhetorical Situations and the Writing Process
1		Thurs 8/22	Introduction Welcome, Syllabus, Agency, Portfolio
2		Tues 8/27	**Discussion Post 1** <u>READ</u> Course Syllabus, Course Canvas site "Claiming an Education," by Adrienne Rich (CF)
2		Thurs 8/29	**Reading Response 1** **In-class writing #1: GELO 1** <u>READ</u> "A Way of Writing," by William Stafford (CF) "Shitty First Drafts," by Anne Lamott (CF)
			Narrative Writing
3		Tues 9/3	**Portfolio Part 1** Narrative Arc <u>READ</u> OWLP: Narrative essay writing "Making Roof Tiles in Peru," by Don George (online) "Solution to Saturday 's Puzzle," by David Sedaris (CF)

Week		Date		Topics, Readings, Assignments, Deadlines
				CF = Course Files (accessible via Canvas) OWW = *On Writing Well (online and in print)* OWLEx = <u>owl.excelsior.edu</u> OWLP = <u>owl.purdue.edu</u>
3		Thurs 9/5		**Narrative Draft** **In-class writing #2: GELO 3** **Peer Review Workshop: Narrative Essay. Bring to class three (3) printed copies** <u>READ</u> OWW: "The Sound of Your Voice" (CF and online) "Memento Mori,"by David Sedaris (online)
4		Tues 9/10		**Narrative Final** **In-class writing #3: GELO 2** Paragraphs <u>READ</u> OWW: "Style" and "The Audience" (CF and online)
				Argumentation
4		Thurs 9/12		**Discussion Post 2** Thesis statements <u>READ</u> OWW: "Clutter" and "Simplicity" (CF and online)
5		Tues 9/17		**Reading Response 2** **In-class writing #4: GELO 4** "How to write a Killer Introduction" <u>READ</u> OWW: "The Lead and the Ending" (CF and online)
5		Thurs 9/19		**Discussion Post 3** Conclusions <u>READ</u> "In Online Games, a Path to New Consumers," by Matt Richtel (CF), "The Importance of Dumb Mistakes in College," by Jim Reische (CF), and "America Has Stopped Being a Civilized Nation," by Margaret Renkl (CF)

				CF = Course Files (accessible via Canvas)
				OWW = *On Writing Well (online and in print)*
				OWLEx = owl.excelsior.edu
				OWLP = owl.purdue.edu
Week		**Date**		**Topics, Readings, Assignments, Deadlines**
6		Tues 9/24		**Argumentation Draft** **Peer Review Workshop: Argumentation Essay. Bring to class three (3) printed copies**
6		Thurs 9/26		**Discussion Post 4** Rhetorical Appeals and Rhetorical Devices READ OWW: "Bits & Pieces" from beginning to end of "Paragraphs" (CF and online) Sections on argumentation; op eds
7		Tues 10/1		**Reading Response 3** **In-class writing #5: GELO 1** Attribution and Citation READ OWLP: MLA formatting guidelines OWLEx: pages on Citation and Documentation
7		Thurs 10/3		**Discussion Post 5** Proofreading for verb-tense consistency, run-ons and fragments, subject/verb agreement, mechanics, and other considerations. READ Proofreading handouts
8		Tues 10/8		**Halfway!** READ OWW: "Bits & Pieces" from "Sexism" to end (CF and online)
8		Thurs 10/10		TBD
9		Tues 10/15		**Argumentation Final** **In-class writing #6: GELO 4** Summarizing READ Sections on rhetorical analysis NYT: connected stories—news, analysis, opinion

				CF = Course Files (accessible via Canvas) OWW = *On Writing Well (online and in print)* OWLEx = owl.excelsior.edu OWLP = owl.purdue.edu
Week		**Date**		**Topics, Readings, Assignments, Deadlines**
				Analysis of Visual Rhetoric
9		Thurs 10/17		**Discussion Post 6** READ "Overview: Visual Rhetoric/Visual Literacy" (CF)
10		Tues 10/22		TBD
10		Thurs 10/24		**Discussion Post 7** READ "Using Visual Rhetoric in Academic Writing" (CF)
11		Tues 10/29		**Visual Rhetoric Draft** **Peer Review Workshop: Visual Rhetoric Essay 2. Bring to class three (3) printed copies**
11		Thurs 10/31		Presentations discussion READ NYT: connected stories—news, analysis, opinion Who is writing about this issue on social media outlets? How would you characterize the coverage?
12		Tues 11/5		**Reading Response 4** **In-class writing #7: GELO 5** READ NYT: connected stories—news, analysis, opinion
12		Thurs 11/7		**Discussion Post 8** Reflection Essay and Portfolio Preview READ All the GELO reflections you have written (7 so far). Bring them to class!

				CF = Course Files (accessible via Canvas) OWW = *On Writing Well (online and in print)* OWLEx = owl.excelsior.edu OWLP = owl.purdue.edu
Week		**Date**		**Topics, Readings, Assignments, Deadlines**
13		Tues 11/12		**Presentations 1 of 6**
13		Thurs 11/14		**Presentations 2 of 6**
14		Tues 11/19		**Visual Rhetoric Final** **In-class writing #8: GELO 4** **Presentations 3 of 6**
14		Thurs 11/21		**Presentations 4 of 6** **Discussion Post 9** READ OWW: "Business Writing: Writing in Your Job" (CF and online)
15		Tues 11/26		**Reading Response 5 (Last one!)** **In-class writing #9: GELO 2** **Presentations 5 of 6**
15		Thurs 11/28		**THANKSGIVING—NO CLASS**
16		Tues. 12/3		**Portfolio Part 2** **Presentations 6 of 6** READ OWW: "Write As Well As You Can" (CF and online)
16		Thurs. Dec. 5		**Last Class!** **In-class writing #10: GELO 1** **Discussion Post 10** Cookies!
Final		**Mon 12/16 2:30pm**		**Reflection Essay and Final Portfolio due:** **Sections 46 and 70 Canvas site** **and** **Writing Program Assessment Canvas site**
				Congratulations! Enjoy your year-end break!

Note: The above schedule is subject to change; any updates will be communicated with fair notice in class and via Canvas.