

San José State University
College of Humanities and Arts/
Department of English & Comparative Literature
English 1A, First Year Writing, Sections 16 and 23, Spring 2021

Course and Contact Information

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| Instructor: | Allison St. Dennis |
| Email: | allison.stdennis@sjsu.edu |
| Office Hours: | Tue 10:30-11:30 a.m. and by appointment. Zoom link: https://sjsu.zoom.us/j/91132248069?pwd=dHpSVTBXUH0lcmdlZVJ5MmIxVVozQT09 |
| Class Days/Time/Classroom: | Section 16: MW 7:30-8:45 Online Section 23: MW 9:00-10:15 Online |
| Prerequisites: | Completion of Reflection on College Writing |
| GE/SJSU Studies Category: | Satisfies GE Area A2 Written Communication I (with a grade of C- or better) |

Course Description

English 1A is an introductory writing course that helps students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students learn to think clearly and write effectively as they give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations.

In our section of English 1A, we will be developing our rhetorical abilities while focusing on the theme of humor. Humor and the comedic arts are rhetorical in that they represent sophisticated arguments that aspire not only to elicit laughter from audiences, but also possibly to provoke, persuade, correct, or condemn them. We will do some serious analysis of comedic compositions and performances to understand their purposes and audiences; that is, how the art form reflects and shapes attitudes about contemporary social issues. We'll also discover something about ourselves when we examine just what it is we find so funny.

GE Learning Outcomes (GELO)

Students shall achieve the ability to write complete essays that demonstrate college-level proficiency in all of the following:

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. use college-level language with clarity and grammatical proficiency.

Required Texts/Readings

Textbooks

Boyle, Kirk. *The Rhetoric of Humor*. Bedford/St. Martin's. ISBN: 978-1-319-02013-2

Other Required Readings

Purdue Online Writing Lab website for grammar and documentation conventions
Additional readings must be downloaded from our virtual classroom in Canvas

Other technology requirements / equipment / material

Regular access to the internet and Canvas and a word processor.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

- **Essay Assignment Word Count and Learning Goals** (GELOs 1-5): For each essay, you will be given a prompt with specific guidelines to write the essay. Both rough and final drafts must be typed, using MLA documentation style. All final essays must be submitted to Turnitin.com via Canvas to check for plagiarism.

| Essay Assignment | Word Count | GELOs |
|--|-------------|-------------------|
| Essay 1: humor theory analysis | 1000 | 1, 2, 4, 5 |
| Essay 2: ethos and rhetor analysis | 1000 | 1-5 |
| Essay 3: film reflection | 750 | 1-5 |
| Essay 4: argument—the comic right to offend | 1200 | 1-5 |
| Final self-reflection essay and e-portfolio | 750 | 1-5 |

- **Peer Review Workshops and Essay Revision** (GELOs 1, 2, 5): For three of the essays, you will write a complete rough draft to participate in a peer-review workshop. You will exchange rough drafts with a classmate and comment upon the strengths and weaknesses of each other's essays and offer suggestions for improvement.
- **Reading Responses and Discussion Posts** (GELOs 1, 4, 5): For our reading assignments this semester, you will compose a reading response or discussion post. They are due in Canvas before class on the day they are listed in the schedule. You can work ahead if you like. Responses and Discussion posts should be at least a healthy paragraph, around 200 words in length, and demonstrate thoughtfulness in response to the prompt and assigned reading. At the end of the semester, if it helps your grade, I will "throw out" your two lowest Reading Responses, just to cut you a little slack in the homework schedule.
- **Grammar and Writing Homework and In-class Activities** (GELO 1, 2, 5): Listed in the schedule are some grammar exercises and writing practice homework that will help you to articulate your ideas clearly.
- **Final Exam** (SLO 2, 3, 5): The final exam will be a self-reflection essay. Please note the exam schedule for your class section below:
 - Sect 16 (MW 7:30-8:45): Final Exam is on Mon, 5/24, 7:15-9:30 am
 - Sect 23 (MW 9:00-10:15): Final Exam is on Wed, 5/19, 7:15-9:30 am

Determination of Grades

Grading: A-F. This class must be passed with a C- (70%) or better to fulfill GE Area 2. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

| Percentage | Grade | Percentage | Grade | Percentage | Grade |
|---------------|-------|------------|-------|------------|-------|
| 97% + | A+ | 93-96% | A | 90-92% | A- |
| 87-89% | B+ | 83-86% | B | 80-82% | B- |
| 77-79% | C+ | 73-76% | C | 70-72% | C- |
| 67-69% | D+ | 63-66% | D | 60-62% | D- |
| 59% and below | F | | | | |

Assignments

| | |
|---|----------------------|
| Essays 1 and 2 (130 pnts each) | 260 |
| Film Response | 80 |
| Essay 4 | 150 |
| Final self-reflection essay | 100 |
| Reading Responses and Discussion posts | 45* |
| Peer review workshops (10 pnts each) | 30 |
| Grammar and writing homework and quizzes, in-class activities | <u>110*</u> |
| | 775 points possible* |

*These points are approximate, depending on how many activities we do throughout the semester.

Classroom Protocol

- **Office Hours:** Visit my scheduled office hours or make an appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments. Put our course name and section number or time/date of our course (for example: 1A, MW 9am) in the Subject of your email. Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in your email, and sign your emails with your name. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy to read. These are all professional courtesies and good practice for your future careers.
- **Attendance:** We will do activities in our live class sessions, for which you will receive points. There are no make-ups for these assignments. If you are absent, email me so I can advise you of any important class developments. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. Late papers without an excused absence will be marked down a letter grade for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. Provide documentation (doctor's note, etc.) to excuse an absence.
- **Classroom and online conduct:** Please be courteous in our live classes and in your written online responses to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking and keeping your mic muted when you are not speaking to cut out background noises. I hope you will turn your video cameras on so we associate a face with a name and create a sense of community. I encourage you to turn on your mics when you have a question or comment, too. When critiquing one another's work online, offer constructive and kind advice.

University Policies

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on [GUP's Syllabus Information](http://www.sjsu.edu/gup/syllabusinfo) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

Plagiarism: To plagiarize is to use the language and thoughts of another author and represent them as one's own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university's Office of Student Conduct's [Academic Integrity Policy](#). Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

English 1A / First Year Writing, Spring 2021, Course Schedule

Notes:

1. Assignments and due dates are subject to change. You will be notified of such changes in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to our live class meetings having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and take notes.
4. You are not responsible for completing any exercises you encounter in your reading as homework if they are not listed in our schedule or assigned in class.

Color Key

| |
|----------------------------------|
| Holiday |
| Daily homework and in-class work |
| Paper assignment or project due |

Abbreviations

RH = The Rhetoric of Humor

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|--|
| 1 | W 1/27 | <p style="text-align: center;">Synchronous Class</p> <p>Introduction to the course and Canvas</p> <p>After Class on Canvas: Complete the Start Here Module: Things You Need to Know about the Course and Week 1 Practices--due Mon, 2/1 before class.</p> |
| 2 | M 2/1 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Complete “Start Here” Activities in Canvas • Submit: Funniest Moment • Read <i>RH</i>: “Introduction to Students” (1-7) <p><i>Note: The reading is available in Canvas if you don’t have your book yet.</i></p> <p>In class: Rhetorical pentad, notetaking, and posting in Canvas</p> |
| 2 | W 2/3 | <p style="text-align: center;">Asynchronous class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Watch and Respond: Comedy Montage by Decade • Discussion Post 1: New Yorker cartoon caption—First thoughts • Read: Lamott’s “Shitty First Drafts” (in Canvas) • Submit: Cornell notes on “Shitty First Drafts” • Read: Essay 1 Prompt |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|--|
| 3 | M 2/8 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Ch. 1 Intro: “Act: What Takes Place When We Laugh?” (9-12) • Read excerpt from Rappoport’s “What Makes Us Laugh” (excerpt 13-21) • Submit: Reading Response 1 • Submit: Humor Theory Chart Quotes <p>In class: SNL skit analysis part 1</p> |
| 3 | W 2/10 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Teuth’s “Breaking and Entering: Transgressive Comedy on Television” (excerpt 106-108) <p>In class: SNL skit analysis part 2</p> |
| 4 | M 2/15 | <p style="text-align: center;"><i>Asynchronous class</i></p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Discussion Post 2: New Yorker cartoon caption—Revisited • Submit: Funniest Moment Revisited • Read: <i>WPA</i>’s Statement on Plagiarism (Canvas) • Quiz: “What is Plagiarism?” • Read: Excerpts from SJSU’s Academic Integrity Policy • Quiz: “Identifying Plagiarism” |
| 4 | W 2/17 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Quoting Step-by-Step • Quiz: Practicing Model Quotes • Grammar quiz: Run-ons <p>In class: Using sources, thesis statements, outline for essay</p> |
| 5 | M 2/22 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Rough draft Essay 1 due <p>In class: Peer review, Introduction to Criterion</p> |
| 5 | W 2/24 | <p style="text-align: center;"><i>Asynchronous Class</i></p> <p>In Canvas: Submit: Essay 1 due: theory of humor analysis (uploaded to Canvas)</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Ch. 3 intro: “Agent: Who (or What) Is a Comedian?” (127-130) • Read: Essay 2 prompt • Watch Video of Select Comedians and complete Table and Paragraph • Submit: “Who Appeals to You?” response |
| 6 | M 3/1 | <p style="text-align: center;">Synchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Read excerpts from Lavin’s <i>Women and Comedy in Solo Performance</i> (in Canvas) • Submit: Reading Response 2 • Submit: Roseanne Barr clip response • Grammar quiz: Sentence Fragments |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| 6 | W 3/3 | <p style="text-align: center;">Synchronous Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read excerpts from Double’s <i>Getting the Joke</i> (in Canvas) • Submit: Reading Response 3 due <p>In class: Lecture and/or discussion</p> |
| 7 | M 3/8 | <p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Read: Rice on Paragraphs (in Canvas) • Quiz: Paragraphs • Read: Lesson 9 “Concision” (in Canvas) • Quiz: Concision |
| 7 | W 3/10 | <p style="text-align: center;">Synchronous Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Rough draft Essay 2 due • Peruse Purdue OWL documentation styles: MLA <p>In class: Peer review, Works Cited page</p> |
| 8 | M 3/15 | <p style="text-align: center;">Synchronous Class</p> <p>Essay 2 and Cover Letter due: ethos and the rhetor analysis</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: <i>RH</i> Ch. 4 intro: “Purpose: What Is the Function of Satire in a Democratic Society?” (203-206) • Consult: Satire Definition and Techniques • Read: Getches’ “I Have a Chip but It’s Not on My Shoulder” (in Canvas) <p>In class: Introduction to Essay 3, Satirical Techniques</p> |
| 8 | W 3/17 | <p style="text-align: center;">Synchronous Class</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Twain’s “The War Prayer” (in Canvas) • Submit: Discussion Post 3 <p>In class: Introduction to the film</p> |
| 9 | M 3/22 | In class: Watch <i>Parasite</i> . See Canvas for times and Zoom links |
| 9 | W 3/24 | In class: Watch <i>Parasite</i> . See Canvas for times and Zoom links |
| 10 | 3/29-4/2 | Spring Break—No Class |
| 11 | M 4/5 | <p style="text-align: center;">Synchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Watch Prep Video for Parasite Short-Answer Response • Quiz: Prep for film reflection • Grammar quiz: Commas <p>In class: Prep for Short-Answer Response</p> |
| 11 | W 4/7 | In class: Essay 3 short-answer film reflection (timed writing) |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|--|
| 12 | M 4/12 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Essay 4 prompt • Read: <i>RH</i>: Flanagan’s “That’s Not Funny!” (70-78) • Submit: Reading Response 4 due in Canvas • Submit: Notes on Flanagan <p>In class: Introduction to Essay 4</p> |
| 12 | W 4/14 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Leyton’s “Laughing It Off” (94-102) • Read <i>RH</i>: Crouch’s “Is Social Media Ruining Comedy?” (120-125) • Submit: Notes on Leyton and Crouch • Submit: Reading Response 5 due in Canvas <p>In class: Lecture and/or discussion</p> |
| 13 | M 4/19 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Tueth’s “Breaking and Entering: Transgressive Comedy on Television” (103-115) • Submit: Notes on Tueth • Submit: Reading Response 6 due • Grammar Quiz: Subject-verb agreement <p>In class: Lecture and/or discussion</p> |
| 13 | W 4/21 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Quick Background on the Charlie Hebdo Attacks for Context • Read: <i>RH</i>: Sacco’s “On Satire: A Response to the Charlie Hebdo Attacks” (207-209) • Read: Parks’ “The Limits of Satire” (210-215) • Submit: Reading Response 7 due in Canvas • Grammar quiz: Apostrophes <p>In class: Lecture and/or discussion</p> |
| 14 | M 4/26 | <p style="text-align: center;">Synchronous Class</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read: Fisher’s “What Everyone Gets Wrong about Charlie Hebdo and Racism” (in Canvas) • Reading Response 8 due • Submit: Notes on Sacco, Parks, and Fisher <p>In class: Lecture and/or discussion</p> |
| 14 | W 4/28 | <p style="text-align: center;">Asynchronous Class</p> <p>In Canvas:</p> <ul style="list-style-type: none"> • Read: Advice “Thesis and Possible Outlines for Essay 4” • Complete: Working thesis and Outline |
| 15 | M 5/3 | <p style="text-align: center;">Synchronous Class</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-----------------|-------------------------------------|---|
| | | Before Class: <ul style="list-style-type: none"> Rough draft Essay 4 due Live Zoom Class 7:30-8:45 am PST In class: peer review |
| 15 | W 5/5 | Essay 4 and Cover Letter due: argument essay In class: Introduction to self-reflection essay |
| 16 | M 5/10 | <p style="text-align: center;">Synchronous Class</p> In class: creating you ePortfolio |
| 16 | W 5/12 | <p style="text-align: center;">Synchronous Class</p> In class: ePortfolio check |
| 17 | M 5/17 | <p style="text-align: center;">Synchronous Class <i>Last Day of Instruction</i></p> In class: Drop-in class for additional support for final paper |
| Final Exam Date | Note time and date for your section | <ul style="list-style-type: none"> ➤ Sect 16 (MW 7:30-8:45): Final Exam is on Mon, 5/24, 7:15-9:30 am PST ➤ Sect 23 (MW 9:00-10:15): Final Exam is on Wed, 5/19, 7:15-9:30 am PST |