

First Year Writing Section 24

ENGL 1A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/20/2024

Contact Information

Instructor: Allison Gregory

Email: allison.gregory@sjsu.edu

Office hours: Wednesday, 10:30-11:30 am and by appointment

Zoom link for office hours: <https://sjsu.zoom.us/j/88187468992> (<https://sjsu.zoom.us/j/88187468992>)

Class meeting days/time/classroom:

Sect 24: In-person T/Th 12:00-1:15 pm in Clark Hall 225B

Course Information

ENGL 1A Course Content

Section Specific Description

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 audiences. We will do some serious analysis of comedic compositions and performances, their purposes and audiences, to understand how the artform 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.

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

* Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A 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.

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Class Policies

Office Hours: Visit my scheduled Zoom office hours or make an appointment if you would like extra help. See the contact information above for details.

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: Sect 4, T/TR 10:30 am) in the Subject of your email.** Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. Gregory*, or *Hello Professor Gregory*) 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 about missed instruction. Check Canvas for announcements too.

Illness or Extended Absences: In the case that you become ill or injured, please provide me documentation from county or university officials or healthcare professionals. Advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from the in-person lectures and also adapt assignments as needed so you don't lose points. If you will be out for a prolonged period due to serious illness or injury, it is your responsibility to withdraw or to communicate with me regularly your intentions to stay in the course and to complete the assigned work during the semester. Writing courses operate on the premise that in order to develop reading, writing, and critical thinking skills, students need to engage in consistent, rigorous, and collaborative practices for extended periods of time. And the grading system is set up to reward continual participation in the course, with the requirement of all major assignments completed with a passing score. When various circumstances prevent students from engaging in this process, they are not building their skills and there is no way to measure their progress. Students who miss significant portions of in-class instruction will not pass the class. Students must keep up with the reading and homework posted in Canvas, and complete work throughout the semester. I encourage our class to create a course message board to request and share notes and information about our class meetings and email me with questions.

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. When critiquing one another's work online, offer constructive and kind advice. During our in-person classes, put away laptops and phones and remove headphones and earbuds unless otherwise permitted. These are distractions from the lecture and class activities. Active engagement in class will be rewarded.

Plagiarism: You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in SJSU's Office of Student Conduct's [Academic Integrity Policy](#) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) is regarded as another form of plagiarism. AI generated submissions cannot achieve a passing grade in this course. Your individual effort to master reading and writing is necessary to ensure you are competent to surpass generative AI in the future – whether in academia, research, the workplace, or other domains of society. If you are unable to perform the written work in this class independent of AI technology, you are jeopardizing your good standing in this class and in the university. Plagiarism of any kind will result in automatic failure of the assignment, and possible failure of the class. Plagiarism may be reported to the Office of Student Conduct for possible additional penalty.

If you are unsure about whether some portion of your work may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. We will review in class what constitutes plagiarism and discuss the appropriate documentation formats.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs):

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

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

Assignments

Major Writing Assignment	Word Count	GELOs
Unit 1 Writing Assignment: humor theory analysis	1000	1, 2, 4, 5
Unit 2 Writing Assignment: ethos and rhetor analysis	1000	1-5
Unit 3 Writing Assignment: argument –the comic right to offend	1000	1-5
Unit 4: Writing Assignment: Final self-reflection e-portfolio	750	1-5

- **Major Writing Assignments** (GELOs 1-5): For each unit, there is a major writing assignment, for which you will be given a prompt with specific guidelines. For out of class writing assignments, your work will be evaluated by your participation in the writing process: Total points for the assignments are distributed across separate drafting tasks, including thesis, outline, paragraphs, rough draft, and final draft. For example, the final draft may only be worth 55 points, while the remaining 45 points are distributed across drafting stages, for a total of 100 points. Thus, it's important to participate in the drafting process to get as many points possible for the assignment. 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.
- **Peer Review Workshops and Essay Revision** (GELOs 1, 2, 5): For rough drafts, you will participate in peer review workshops, exchanging rough drafts with classmates to comment upon one another's work and offer encouragement and suggestions for improvement.
- **Reading Responses, Discussion Posts, and Reading Notes** (GELOs 1, 4, 5): For our reading assignments this semester, you will compose a reading response or discussion post or reading notes. Sometimes these are due in Canvas before class on the day they are listed in the schedule, and sometimes they will be unannounced in-class responses. 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.

- **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. We often do activities in class—for which you will earn points—that are not listed in the schedule and are not yet published in Canvas. If you come to class, you can earn these points.
- **Constructive Participation Credit** (GELO 1, 3, 4): 10% of your grade consists of active and constructive participation in whole-class discussions. Your contributions enrich discussions and deepen our understanding of the material, so be present, make comments, and ask questions.

✓ Grading Information

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>97 to 100%</i>
<i>A</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>87 to 89 %</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>

<i>Grade</i>	<i>Percentage</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>59% and below</i>

Major Assignments (and process drafts)	Points
Unit 1 Writing Assignment	100
Unit 2 Writing Assignment	100
Unit 3 Writing Assignment	75
Unit 4 Writing Assignment	40
Other Assignments	Points
Reading responses, quizzes, in-class activities, discussion posts, grammar exercises	75*
Constructive class participation	50
Total	515*

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

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	<p>Major Writing Assignments and Deadlines</p> <ul style="list-style-type: none"> • <i>Please consult the Modules in Canvas for more detailed up-to-date, week-by-week assignments and deadlines.</i> • <i>Assignment due dates are subject to change and students will be notified in advance.</i> • <i>All reading and homework assignments are available in Canvas.</i> • <i>"RH" below refers to our text book <u>The Rhetoric of Humor</u></i> • <i>"Before Class" are the assignments you should have completed before coming to class that day. "In Class" indicates the focus of the day's lecture, although we also do unannounced activities.</i>
1	Th, 8/22	First day of class: Introductions
2	Tu, 8/27	<p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: "Introduction to Students" (1-7) • Submit: Funniest Moment <p>In Class:</p> <ul style="list-style-type: none"> • Slides on the Dramatistic Pentad and the Rhetorical Situation • Response to <i>SNL</i> Monologue: Comedy and Persuasion

	Th, 8/29	<p>Before Class:</p> <ul style="list-style-type: none"> • Watch and Respond: Comedy Montage by Decade • Read Anne Lamott's "Shitty First Drafts" (Canvas) • Discussion Post 1: <i>New Yorker</i> cartoon caption <p>In Class:</p> <ul style="list-style-type: none"> • Reading Response to "Shitty First Drafts" • Essay 1 Prompt
3	Tu, 9/3	<p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Leon Rappoport's "What Makes Us Laugh" (excerpt 13-21) • Read: John Morreall's "The Incongruity Theory" (Canvas) <p>In Class:</p> <ul style="list-style-type: none"> • <i>SNL</i> Analysis Part I
	Th, 9/5	<p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Michael V. Tueth's "Breaking and Entering: Transgressive Comedy on Television" (excerpt 106-107) <p>In Class:</p> <ul style="list-style-type: none"> • Slides about Transgressive Humor (Release and Relief) and Types of Irony • <i>SNL</i> Analysis Part II
4	Tu, 9/10	<p>Before Class:</p> <ul style="list-style-type: none"> • Submit: Funniest moment analysis--Revisited • Discussion Post 2: <i>New Yorker</i> cartoon caption--Revisited • Read Lloyd's "Inside 'Gen Z Humor'" • Read Aroesti's "Horribly Absurd" <p>In Class:</p> <ul style="list-style-type: none"> • Developing your paragraphs through example • Sample body paragraph for Essay 1 • Practice paragraph workshop

	Th, 9/12	<p>Before Class:</p> <ul style="list-style-type: none"> • Integrating Quotations Video and Quiz • Decide on your Essay 1 Topic and Brainstorm to Prepare for in-class writing assignment <p>In Class:</p> <ul style="list-style-type: none"> • Drafting a Body Paragraph for Your Paper
5	Tu, 9/17	<p>In Class:</p> <ul style="list-style-type: none"> • Organizing Your Paper: Thesis, Outlines, and more
	Th, 9/19	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Scott Rice's "Revising Paragraphs" (Canvas) • Quiz: Paragraphs <p>In Class:</p> <ul style="list-style-type: none"> • Quoting Models
6	Tu, 9/24	<p>Before Class:</p> <ul style="list-style-type: none"> • Rough Draft Essay 1 due for Peer and Instructor Review <p>In Class:</p> <ul style="list-style-type: none"> • Peer Review
	Th, 9/26	<p>Before Class:</p> <ul style="list-style-type: none"> • Video Lesson: "Ungrammatical Songs" • Quiz: Correcting "Bad" Grammar <p>In Class:</p> <ul style="list-style-type: none"> • Run-ons and sentence fragments
7	Tu, 10/1	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Lesson 9 "Concision" (Canvas) <p>In Class:</p> <ul style="list-style-type: none"> • In Class: Concision

	Th, 10/3	<p>In Class:</p> <ul style="list-style-type: none"> • Fine tuning the Thesis for Essay 1 • Adding Polish: Revising for the Final Draft
8	Tu, 10/8	<p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>RH</i>: Boyle, Ch. 3 Intro: "Agent, Who (or What) Is a Comedian?" (128-130) • Read: excerpts from Suzanne Lavin's <i>Women and Comedy in a Solo Performance</i> (Canvas) • Submit: Roseanne Barr clip response <p>In Class:</p> <ul style="list-style-type: none"> • Watch Video of Select Comedians and Complete "Who Appeals to You?" Table and Paragraph <p>After Class:</p> <ul style="list-style-type: none"> • Final Draft Essay 1 Final due at midnight
	Th, 10/10	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Essay Prompt 2 • Read: excerpts from Oliver Double's <i>Getting the Joke</i> (Canvas) • Submit Reading Response to Oliver Double's <i>Getting the Joke</i> <p>In Class:</p> <ul style="list-style-type: none"> • Slides on Social Roles and Ethos • 6 Stand-ups: Licensed spokesperson or negative exemplar?
9	Tu, 10/15	<p>In Class:</p> <ul style="list-style-type: none"> • Advice on Drafting Essay 2: Thesis and Organization • Practice Paragraph Essay 2
	Th, 10/17	<p>In Class:</p> <ul style="list-style-type: none"> • Drafting an outline and thesis for Essay 2

10	Tu, 10/22	<p>Before Class:</p> <ul style="list-style-type: none"> • Rough Draft Essay 2 due for Peer and Instructor Review <p>In Class:</p> <ul style="list-style-type: none"> • Peer Review
	Th, 10/24	<p>Before Class:</p> <ul style="list-style-type: none"> • Grammar Quiz: Subject-verb agreement • Grammar Quiz: Commas <p>In Class:</p> <ul style="list-style-type: none"> • Punctuation is Necessary! • Punctuating dialogue from Comedy Sketches: Dave Chappelle and Taylor Tomlinson
11	Tu, 10/29	<p>Before Class:</p> <ul style="list-style-type: none"> • Consult "Definition of Satire and Techniques" • Read: <i>RH</i> "Ch. 4 Introduction "Purpose: What Is the Function of Satire in a Democratic Society?" (204-206) • Read: Catherine Getches' "I Have a Chip but It's Not on My Shoulder" (Canvas) <p>In Class:</p> <ul style="list-style-type: none"> • Satirical Devices in "I Have a Chip but It's Not on My Shoulder"
	Th, 10/31	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Mark Twain's "The War Prayer" (Canvas) <p>In Class:</p> <ul style="list-style-type: none"> • Satirical Devices in "The War Prayer" • Creating a Works Cited Page for Essay 2 • Adding Polish to Essay 2

12	Tu, 11/5	<p>Before Class:</p> <ul style="list-style-type: none"> • Read the Prompt for your upcoming In-Class Short Answer Response (Unit 3 exam--not an essay on Nov. 26) • Read: <i>RH</i> Catherine Flanagan's "That's Not Funny!" (70-78) • Submit: Notes on Flanagan's "That's Not Funny!" <p>In Class:</p> <ul style="list-style-type: none"> • Discussion of Flanagan's essay <p>After Class:</p> <ul style="list-style-type: none"> • Final Draft Essay 2 Final due at midnight
	Th, 11/7	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: <i>RH</i> Leyton's "Laughing It Off" (94-102) • Submit: Notes on Leyton's "Laughing It Off" <p>In Class:</p> <ul style="list-style-type: none"> • Discussion of Leyton's essay
13	Tu, 11/12	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: <i>RH</i> Michael Tueth's "Breaking and Entering: Transgressive Comedy on Television" (103-115) • Submit: Reading Response to Tueth's essay <p>In Class:</p> <ul style="list-style-type: none"> • Discussion of Tueth's essay
	Th, 11/14	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: <i>RH</i> Tim Park's "The Limits of Satire" (210-215) • Submit: Reading Response to Park's essay <p>In Class:</p> <ul style="list-style-type: none"> • Discussion of Park's essay

14	Tu, 11/19	<p>Before Class:</p> <ul style="list-style-type: none"> • Read: Fisher's "What Everyone Gets Wrong about Charlie Hebdo and Racism" (Canvas) • Submit: Reading Response to Fisher's essay <p>In Class:</p> <ul style="list-style-type: none"> • Discussion of Fisher's essay
	Th, 11/21	In Class: Prep for Short Response exam
15	Tu, 11/26	In Class: Unit 3 Short Response exam
	Th, 11/28	Thanksgiving Holiday--no class
16	Tu, 12/3	In Class: Self-Reflection Essay prep
	Th, 12/5	Last Day of Class Self-Reflection Essay prep
Final ePortfolio due	Tue, Dec 17	All items for the final ePortfolio are due at the end of the final exam period for our class: Tue, Dec 17 at 12:00 pm (noon)