

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section #47362 & 47386, Fall 2015

Instructor:	Marie Bischoff
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Office Hours:	Monday 12pm – 2pm, or by appointment
Class Days/Time:	MW, 7:30-8:45am, 9:00-10:15am
Classroom:	7:30am class: BBC 123 / 9:00am class: BBC 124
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication

*****Cellphones are not allowed in the classroom, they must be turned off and put away. If you feel you cannot abide by this policy I would suggest this is not the English 1A section for you.*****

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates.

ENGL 1A Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

In this course, we will read, write, and discuss texts to inform our understanding of hunger, a problem that affects “795 million people worldwide”(WFP). Through composing and critically engaging with a variety of text forms, we will examine how addressing this issue is connected to the concepts of global citizenship and sustainability, as well as how we might meet these challenges through the limitless possibilities of creativity.

*World Food Programme. World Food Programme. 2015. Web. 7 Jul. 2015.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
- explain, analyze, develop, and criticize ideas effectively;
- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;

- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

- demonstrate the ability to read actively and rhetorically;
- demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their 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.

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

Reading Assignments/Homework: A regular part of our work-in-progress will relate to your critical reading. There will be several readings assigned each week and you will be responsible for demonstrating that you have engaged thoroughly with the text. For every reading there will be a one-three question quiz which you will complete on Canvas. These quizzes must be completed by the date and time specified on the assignment sheet, no exceptions. The majority of the readings are short and the quizzes are designed to help you keep up with your overall coursework. Additionally, readings will be annotated and/or summarized. We will be working with different critical reading strategies and returning frequently to many of the readings throughout the semester both in and out of class. The work graded within the Participation and Online Submissions categories will be graded as credit/no credit. **You must bring all course materials to every class.**

Essay Drafts: Grading for the writing assignments will be cumulative with early drafts receiving a \checkmark or \checkmark^- . The completion of these working drafts is critical to your success in a process-based course and are therefore required to be turned in on the dates noted in the syllabus. On the date the final draft is due you must submit all required materials (first, revised, final drafts, etc.) to receive credit. Submissions that do not include all required materials will earn a zero. Ideally these draft dates are designed to help us work through the drafting, feedback and revising process, so it is critical that we meet these

deadlines. You will need to bring extra copies of some assignments for peer-review workshops and this will be reflected in the syllabus. All writing will conform to MLA formatting.

Final Experience: Creative Project – The aim of this assignment is to express yourself creatively by examining one possible solution or contribution to resolving the global problem of hunger. Since this is a creative assignment, you may choose any medium to create a visual representation of your idea and present it to our class. You may create a short video, story board, cartoon strip, or model/diorama, etc. You might propose a wholly new approach or an adjustment and/or improvement of an established program. You must suggest or structure your project on sustainable choices. If you propose to improve an established program, you must consider the complexities of changing any unsustainable practices in use. You may respond to our theme on a local, national or global level so long as you note the manner in which your response may encourage a commitment to global citizenship.

There are three components to this project which we will discuss in detail throughout the semester. The contents are as follows:

- Proposal
- Presentation
- Reflective Essay

Required Texts

Student Course Reader: Maple Press: Storefront - 481 E San Carlos St- (408) 297-1000

Course readers should be picked up at 318 South 10th Street, which is right around the corner.* This is only a block off campus. They also have very cheap rates for b/w copies and a service so you can upload your printing jobs and then pick them up there, also for really good rates (e.g. much cheaper than on campus). Check this out and use their services, you will be making many, many copies during your time at SJSU. *Note – course readers will not be available until Monday. You will need cash/check.

Pocket Oxford American Dictionary & Thesaurus, 3rd Edition

by Oxford University Press - ISBN: 978-0199729951

Other Readings

Additional readings, online viewing of short films, videos, etc. Specific information will be provided on Canvas. ***the instructor reserves the right to adjust the course materials as needed.**

Other Required Materials:

- Binder (reuse an old one if you can)
- Page dividers (bought or homemade)
- Pens (blue/black and two additional colors)
- Highlighter
- Notebook or loose binder paper (use what you have)

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will 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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
Reading Responses, Annotated Biblio entries	100-300 each 3200 total	1,3,5	1,2,4
In-class Essay 1	450	1,3,5	1,2,7
Annotated Bibliography + draft	1800	1-5	1-9

Short Rhetorical Analysis + draft	1200	1-5	1-9
In-class Essay 2	550	1,3,4,5	1,2,4,6
Rhetorical Analysis Essay + draft	1200	1-5	1-9
Culminating Creative Project/Reflective Essay	600	1-5	1-9
Total Word Count	9000		

A passing grade (C or better) in the course signifies that the student is a capable college-level writer and reader of English. The following point ranges will be used to determine grades.

Grading information:

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

0 - 59 points = F

ASSIGNMENTS

Student grades will be based on performance on the following:

Participation	40 points
Arriving before attendance is taken, completing note-taking worksheets, bringing all class materials and homework assignments to class, actively participating in group work and class discussion, and abiding by electronic device policies. Graded by credit/no credit.	
Assessed each class period.	
Online Submissions	13 points
Quizzes, reading summaries, other assignments as directed. Graded by credit/no credit.	
In-class Essays (2)	5 points
Annotated Bibliography	10 points
Rough, revised and final drafts	
Rhetorical Analysis	10 points
Rough, revised and final drafts	
Culminating Creative Project	17 points
Proposal, presentation, reflective essay (revised and final drafts).	
CCP Presentation Feedback	11 points
All worksheets must be submitted to earn credit.	
Total Points Possible -	106

The total points available are 106 and therefore there are no extra credit assignments for this class.

Late work will not be accepted for credit, but all portions of essay assignments (rough, revised, final drafts, etc.) must be turned in with the final draft in order to earn credit. If you anticipate being absent it is your responsibility to turn in your work **before** the due-date to receive credit. I do not accept work in my mailbox or online – no exceptions!

Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. Participation, online submission assignments and CCP presentation feedback worksheets are graded credit/no-credit. All other assignments and exams are graded on a traditional A-F scale.

The following are the 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 will show 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 will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" 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" 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

Respectful, courteous, and professional behavior will be expected at all times from all students in our class. Behaviors that disrupt class or distract instructor or students will not be permitted.

You will be expected to remain seated during class, so if you plan on visiting the vending machine, restroom, drinking fountain or hallway be sure to do so **before** class starts. It's acceptable to bring a drink to class so long as you clean up after yourself. No food is allowed in the classroom.

This is a seminar course, not a "lecture" course. Your active participation as both a critical reader and developing writer is the key to the success of a group situation. In-class work (quizzes, essays and worksheets, etc.) cannot be made-up for credit but you will be held responsible for the content, so talk to your classmates to borrow notes. All worksheets will be posted in canvas.

Electronic Devices:

All electronic devices must be turned off and put away. This means put inside in a backpack, bag, purse, etc. They may not be placed on the desk, your lap, your pocket, etc. If you fail to adhere to this policy you will be asked to leave and will forfeit your participation points for that day.

If you feel you cannot abide by this policy I would suggest this is not the English 1A section for you.*

*At the end of the semester when we are work-shopping the cumulative creative projects there may be a few days when group work will benefit from the use of electronic devices. These days will be announced in advance and those *specific* devices may be brought and used during the group work time.

The use of recording devices is not permitted in the classroom. Notes written on the board may not be photographed. Student presentations may not be video-taped unless specifically requested by the student who is presenting.

Email

You are welcome to send me email at marie.bischoff@sjsu.edu Please be sure your name and course time are displayed in the "Subject" header of all email that you send to me (e.g. Jane Smith English 1A 7:30).

I will *not* respond to messages sent to me via other email addresses or other messaging systems such as Facebook or Canvas, etc. Further, I will only contact you through your official SJSU email address, so you should check this regularly.

Student email is a priority for me, and I'll try to respond as quickly as I can – but please be aware that at certain times of the semester, due to the sheer volume of email I receive it may take a few days for me to get back to you. Please do follow up in the minutes before the 7:30am class or after the 9:00 am class if you haven't heard back yet! **Do not email me if you have or will be missing class. If you miss class please do not ask me to communicate to you what you have missed.** Get notes from a classmate instead and come talk to me during my office hours about anything you don't understand. Unfortunately, time does not permit me to read drafts of essays emailed to me. I am happy to talk with you about your writing! But please be sure to print your draft and bring it with you to office hours for us to look at together.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>.

English 1A, Fall, Course Schedule

This schedule is subject to change if the instructor finds it necessary. If this is the case, you will be notified with a fair amount of notice.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08-24	Introduction to Course Creativity in addressing social issues – examples.
1	08-26	Creativity – Food Insecurity “Global Insecurity – An Introduction”* <i>The American Food Disparity</i> “From Reading to Writing” Brandon
2	08-31	Annotated Bibliographies “Prudence or Cruelty” Kristof “Reading and Writing as Conversation” Bean <i>Art of Fear</i> (1)
2	09-02	Food Insecurity on Campus Food Resources at SJSU “Attention Whole Food Shopper” Paarlberg “A Relationship btwn Reading and Writing” Bazerman
3	09-07	Labor Day –No Class-
3	09-09	Political Participation “No Myths Here: Food Stamps...” Kendall <i>Jim McGovern: We can End Hunger in America Now</i> <i>A Place at the Table</i> “Reading Rhetorically” Bean
4	09-14	Responding and Constructive Critiquing “The Obesity-Hunger Paradox” Dolnick “Responding, Really, Responding” Straub
4	09-16	The Art of Fear and Composition <i>Food Sourcing</i> <i>Art of Fear</i> (2) Peer Review – Due: Draft of Annotated Bibliography. Bring 3 copies.
5	09-21	Writing Process “Shitty First Drafts” Lamott Revision & Review – Due: Revised Draft of AB. Bring 3 copies
Unit 2 – Rhetorical Analysis		
5	09/23/15	Rhetorical Analysis Introduction and Workshop “Will Organic Food Fail to Feed the World” Biello “Backpacks vs. Briefcases...” Carroll

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>Due: Annotated Bibliography Final Draft</i>
6	09-28	Writing "Moves" - <i>They Say/I Say</i> (1) "Foods Class Warfare" McMillan <i>Ted Talks: Jamie Oliver (1)</i> <i>Josette Sheeran (2)</i>
6	09-30	Writing "Moves" - <i>They Say/I Say</i> (2) "Biotechnology Isn't the Key to Feeding the World" Lappé "Propaganda: How Not to be Bamboozled" Cross
7	10-05	The Rhetorical Situation and Multi-Media <i>Garbage Companies Peru</i> – Albina Ruiz <i>Make Food Not Waste</i> <i>Art of Fear (3)</i>
7	10-07	Midterm: In-class Essay (1)
8	10-12	Presentation Skills <i>Urban Farming</i> Presentation skills article: TBD
8	10-14	Writing "Moves" - <i>They Say/I Say</i> (3) "Identity, Authority & Learning New Workplaces" "On the Future of Food" Wales Selection of RA article
9	10-19	Social Entrepreneurialism <i>Technology of Freedom</i> <i>Art of Fear (4)</i>
9	10-21	In-class Essay (2)
10	10-26	<i>Gratitude</i> by Louie Schwartzberg <i>My Anxious Heart</i> by Katie Joy Crawford. Peer-review <i>Due: First draft of RA</i> Bring 2 copies
10	10/28/15	Introduction of CCP Revision & Review: <i>Due: Revision draft of RA</i> Bring 2 copies Unit 3: Culminating Creative Project
11	11/02/15	Writing Proposals <i>Post Secret</i> Guide to Writing a Proposal <i>Due: RA Essay Final Draft</i>
11	11-04	Revision & Review: Project Proposal Bring 3 copies. Project Working Outline

Week	Date	Topics, Readings, Assignments, Deadlines
		Reflective Essay
12	11-09	Peer Review: Reflective Essay. Bring 3 copies. <i>Due: Proposal Final Draft (submit final only)</i>
12	11-11	Revision & Review: Reflective Essay. Bring 3 copies. Project Work Group
13	11-16	Photos, etc. of Project for feedback. **Laptop, tablet, etc. okay. <i>Due: Reflective Essay Final Draft</i>
13	11-18	Same work as above. **Laptop, tablet, etc. okay. <i>Due: Completed Presentation Description w/time estimate (10 min max)</i>
14	11-23	CCP Presentations Feedback Worksheets #1 - due at end of class
14	11-25	Film - Day Before Thanksgiving
15	11-30	CCP Presentation Feedback Worksheets #2 - due at end of class
15	12-02	CCP Presentations Feedback Worksheets #3 - due at end of class
16	12-07	CCP Presentations Feedback Worksheets #4 - due at end of class
Final Exam	12-14????	<i>Mandatory: Returning CCP Worksheets & grade book inconsistencies.</i>