

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 57, Fall / 2016**

**Course and Contact Information**

Instructor:	Sherri Harvey
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Office Hours:	Tuesday/Thursday 7:00-7:30, 10:45-11:40 and by appt
Class Days/Time:	Tuesday and Thursday 12:00-1:15
Classroom:	Sweeney 238
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE A2 Written Communication

## **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. Please make this a habit.**

## **ENGL 1A Course Description**

**English 1 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 develop clear thinking and effective writing that give form and coherence to complex ideas. In English 1 you will practice these skills by writing for various audiences and rhetorical situations.**

## **IN THIS CLASS: Creating a Narrative Imagination: Global Citizenship, Sustainability & Creativity**

**We are already global citizens whether we choose to be or not. The question is what kind of global stewards and citizens will we be? The idea of global citizenship refers to the reality that the modern world is interconnected exponentially. We can communicate with people all over the world in real time. We are informed about climate change, and bombings, and earthquakes from parts unknown. The flow of capital, meaning the exchange of goods, services, and information and the migration patterns of many populations make us aware of these interconnections. As stewards and citizens of the world, we are linked by environmental and political challenges that require us to work together to create a sustainable and just world. What does all this mean? How do we understand our responsibility within these complex new realities? Our current landscape: emotionally, physically, socially, politically, demands attentiveness to the needs of the entire world. The way we navigate our daily lives should be approached creatively and sustainably with the idea that we are not only Californians, or not only Americans, but that we are, most importantly, global citizens that care about the future of our world.**

**Our “narrative imagination” calls for the ability to imagine what life must be like for another person, and this 1A class will explore that idea within these three ideas of global citizenship, creativity and sustainability.**

## **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 Content

**Diversity:** SJSU studies include an emphasis on diversity. You will engage in integrated reading and writing assignments to construct your 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 will give you 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 you should be able to perform well in timed writing situations, at least one essay will be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

**Reading:** In addition to being an intensive writing course, ENGL 1A is also a reading course. Reading is a crucial component of the class, as one must read effective writing to become an effective writer. During the semester, you will read a variety of rhetorical and professional works on the art and craft of persuasive language.

**Multimodal:** You will be presenting your arguments orally to class both as an individual and as part of a group.

## 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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

See Course Reader and Assignments in Canvas

Assignment Word Count and Learning Goals: ICE=In-Class Essay/OCE=Out of Class Essay

<b>Assignments and Points</b>	<b>Word Count</b>	<b>GELO</b>	<b>Points</b>
<u>Reading quizzes and class participation</u>			<u>100</u>
<u>Essay 1/ICE: CLAIM YOUR EDUCATION</u>	<u>500</u>	<u>1</u>	<u>50</u>
<u>Essay 2/OCE: Make an argument about yourself</u>	<u>1000</u>	<u>1-2</u>	<u>100</u>
<u>MIDTERM</u>			<u>100</u>
<u>Essay 3/ICE: Response to the movie <i>The East</i> (sustainability)</u>	<u>500</u>	<u>3-4</u>	<u>50</u>
<u>Essay 4/Oral Presentation using <i>Splice: Moral Messages</i></u>	<u>1000</u>	<u>3-5</u>	<u>100</u>
<u>Essay 5/Revised Diagnostic Essay</u>	<u>500</u>	<u>1-5</u>	<u>100</u>

<u>Essay 6/BOOK: A LONG WAY GONE: the value of communities (global citizenship and communities)</u>				
<u>Essay 7/OCE Multi-modal research Project: a) written b) oral</u>	<u>1000</u>	<u>1-5</u>		<u>300</u>
<u>FINAL EXAM: REFLECTION on class work:</u>	<u>500</u>	<u>1-5</u>		<u>100</u>


### Required Texts

#### Textbook

A Long Way Gone by Ishmael Beah

Read the [pdf online](#) here

#### Other Readings

See Canvas for entire reader and assignments

### Grading Policy

**Please note: I do not accept late work. I do not allow extra credit options as I expect you to keep up with the workload as it happens. You must earn at least 700 points (c-) in order to pass this class.**

Here is how grades break down in the point system:

A	=	930 points +	B-	=	800-829	D+	=	670-699
A-	=	900-929	C+	=	770-799	D	=	630-669
B+	=	870-899	C	=	730-769	D-	=	600-629
B	=	830-869	C-	=	700-730	F	=	below 600

*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**

**ATTENDANCE:** this consists both of being in class on time, remaining for the entire class period, and being prepared with that day’s reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED. If you must miss class, do not make your absence my problem. Consult another member of class for notes on what you missed.

**REGARDING CELL PHONES OR PAGERS IN CLASS:** If your cell phone rings in class, you are required to bring cookies for the entire class to the next meeting.

**LATE WORK:** I do not accept late work. If you contact me prior to the due date to make arrangements, we can work something out. Please make sure you are aware of the policy.

### **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/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)>*

## Englsh 1A/Section 57/Fall 2016 Course Schedule

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		
1	8/25	Introductions
2	8/30	Post DSP Narrative to Canvas
2	9/1	Draft of Essay 1 written in class
3	9/6	Start Essay 2/intros and paragraph development/take K test
3	9/8	conclusions
4	9/13	transitions/Draft due--3 copies
4	9/15	Final due/start The East discussion
5	9/20	The East
5	9/22	ICE: The East
6	9/27	Song Presentations Start
6	9/29	Figurative language and moral messages/Splice
7	10/4	
7	10/6	Group work day/Start reading ALWG
8	10/11	presentations
8	10/13	presentations
9	10/18	presentations
9	10/20	Open for discussion
10	10/25	ALWG
10	10/27	ALWG
11	11/1	Draft of essay 4 due
11	11/3	Essay 4 final due
12	11/8	Library-infopower brainstorm for final project
12	11/10	Essay #5 due/rewrite of diagnostic
13	11/15	Start Multi-modal research project on community issue we have discussed
13	11/17	Group work for project
14	11/22	TBD
14	11/24	Thanksgiving break
15	11/29	presentations
15	12/1	presentations

16	12/6	presentations
Final Exam		Venue and Time

We will complete this in class.

Why is it important that you take responsibility for your education? What does that mean, and how can you do that? Please think about your literature narratives that you posted and include at least two points from that in your response.

From Claiming an Education (1977) by Adrienne Rich taken from a speech given at Mills College

The first thing I want to say to you, who are students, is that you cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner; to assert in the face of possible contradiction. "To receive" is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon, and for women it can literally mean the difference between life and death.....Responsibility to yourself means that you don't fall for shallow and easy solutions--predigested books and ideas, weekend encounters guaranteed to change your life, taking "gut" courses instead of ones you know will challenge you, bluffing at school and life instead of doing solid work, marrying early as an escape from real Mayisions, getting pregnant as an evasion of already existing problems. It means that you refuse to sell your talents and aspirations short, simply to avoid conflict and confrontation. And this, in turn, means resisting the forces in society which say that people should be nice, play safe, have low professional expectations, drown in love and forget about work, live through others, and stay in the places assigned to us. It means that we insist on a life of meaningful work; insist that work be as meaningful as love and friendship in our lives. It means, therefore, the courage to be "different"; not to be continuously available to others when we need time for ourselves and our work; to be able to demand of others--parents, friends, roommates, teachers, lovers, husbands, children--that they respect our sense of purpose and our integrity as persons. ...The difference between lives lived actively, and a life of passive drifting and dispersal of energies, is an immense difference. Once we begin to feel committed to our lives, responsible to ourselves, we can never again be satisfied with the old, passive way.

Please sign and return by the 2<sup>nd</sup> day of class

Professor Sherri Harvey  
San Jose State University  
English Syllabus Contract

Please read and sign

***I have read the syllabus, and understand the implications for late/missing work. I will make a commitment to this class, and take full responsibility for my performance in the class. I will check email regularly and keep up with the work load. I understand the responsibilities that this class requires, and will make every effort to meet those responsibilities.***

***I ALSO UNDERSTAND THAT THIS PROFESSOR DOES NOT ACCEPT LATE WORK WITHOUT PRIOR ARRANGEMENTS. ANY LATE PAPERS COULD RESULT IN NO CREDIT FOR THE COURSE UNLESS I CONTACT THE PROFESSOR BEFORE THE DUE DATE. This includes the multiple drafts of the research paper and in-class essays.***

***IF MY CELL PHONE RINGS OR VIBRATES DURING CLASS, I WILL BRING COOKIES TO THE NEXT CLASS MEETING FOR EVERYONE IN THE CLASS. IF MY TEACHER SPOTS ME TEXTING, I MAY ALSO BE ASKED TO BRING COOKIES.***

***I realize that my grade will be the direct result of the effort and time I put into this class, and I will do my best to earn the highest grade I can. I ALSO REALIZE THAT MY FINAL GRADE IS A NUMERICAL CALCULATION OF THE GRADES I RECEIVE ON MY WORK. After the last day of class, there is nothing I can do to improve my grade. I will do my best before then to assure my success.***

(Your signature) \_\_\_\_\_

Your name:

Contact Info:

Date: \_\_\_\_\_

Additional info: