Santa José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 70/73, Fall 2018

Class Days/Times	Section 07: Mon. & Wed. 9-10:15am Section 46: Mon. & Wed. 10:30-11:45am
Classroom	Sweeney Hall 411
Instructor	Helen Meservey
Email	helen.meservey@sjsu.edu
Phone	408.924.4323 (during office hours only)
Office	Faculty Office Building 115
Office Hours	Mon. 12-1pm Wed. 2:30-3:30pm 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
- *New York Times (online subscription)*
- *On Writing Well: The Classic Guide to Writing Nonfiction, by William Zinsser. 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*
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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.

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
- 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)	450	45	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
portfolio (1)	Na	50	5	
presentation (1)	na	50	5	1, 2, 3, 4, 5

Total point value for the course is 1,000. Course grades are calculated using the following scale:

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 of the 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, and alarms 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.

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NB: <u>Reading assignments should be completed before class convenes on the noted date</u>. For example, students should read "A Way of Writing," by William Stafford and "Shitty First Drafts," by Anne Lamott <u>before</u> class meets February 4 (2/4, below).

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

				CF = Course Files (accessible via Canvas) NYT - *New York Times (online and in print)* OWW = *On Writing Well (online and in print)* OWLEx = owl.excelsior.edu OWLP = owl.purdue.edu
Week		**Date**		**Topics, Readings, Assignments, Deadlines**
				Rhetorical Situations and the Writing Process
1		Mon. 1/28		Introduction Welcome, Syllabus, Agency, Portfolio

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Week		**Date**		**Topics, Readings, Assignments, Deadlines**
1		Wed. 1/30		**No class meeting** **Discussion Post 1, Portfolio** <u>READ</u> Course Syllabus "Claiming an Education," by Adrienne Rich (CF)
2		Mon. 2/04		**Reading Response 1** **In-class writing: GELO** <u>READ</u> "A Way of Writing," by William Stafford (CF) "Shitty First Drafts," by Anne Lamott (CF)
				Narrative
2		Wed. 2/06		**Discussion Post 2** <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)
3		Mon. 2/11		**Peer Review Workshop: Narrative Essay. Bring to class three (3) printed copies**
3		Wed. 2/13		**Discussion Post 3** Using Narration as an Expository Technique <u>READ</u> "Memento Mori,"by David Sedaris (online) OWW: "Clutter" and "Simplicity" (CF and online)
4		Mon. 2/18		**Reading Response 2** **In-class Writing: GELO** <u>READ</u> NYT: Get familiar with the sections of *The New York Times* (<u>nytimes.com</u>). Read at least one top story (center or top left of ***page 1)*** all the way to the end. OWW: "The Sound of Your Voice" (CF and online)

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4		Wed. 2/20		**Discussion Post 4** **Peer Review—Revision Workshop: Bring to class three (3) printed copies of revised Narrative Essay to class**
5		Mon. 2/25		Proofreading for verb-tense consistency, run-ons and fragments, subject/verb agreement, mechanics, and other considerations. <u>READ</u> NYT: read at least two columns from the Opinion page. Proofreading handout
				Analysis
5		Wed. 2/27		**Narrative Essay DUE (deliver printed copy in class)** **In-class writing: GELO** Thesis statements <u>READ</u> NYT: read at least two columns from the Opinion page. OWW: "Bits & Pieces" from beginning to end of "Paragraphs" (CF and online)
6		Mon. 3/04		**Peer Review workshop: Analysis Essay 1**
6		Wed. 3/06		**Discussion Post 5** "How to write a Killer Introduction" <u>READ</u> NYT: read at least two columns from the Opinion page. OWW: "The Lead and the Ending" (CF and online)
7		Mon. 3/11		Developing Paragraphs <u>READ</u> NYT: Read at least one top story (center or top left of page 1) all the way to the end. OWW: "Style" and "The Audience" (CF and online)

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7		Wed. 3/13		**Analysis Essay 1 Draft DUE in Canvas** **In-class Writing: GELO** READ OWW: "Bits & Pieces" from "Sexism" to end (CF and online)	
8		Mon. 3/18		Developing Paragraphs READ NYT: connected stories—news, analysis, opinion	
8		Wed. 3/20		**Discussion Post 6** Summarizing READ "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)	
9		Mon. 3/25		**Reading Response 3** **In-class Writing: GELO** READ NYT: connected stories—news, analysis, opinion Who is writing about this story on social media outlets? How would you characterize the coverage?	
9		Wed. 3/27		TBD READ NYT: connected stories—news, analysis, opinion Who is writing about this story on social media outlets? How would you characterize the coverage?	
10		Mon. 4/01 & Wed. 4/03		**Spring Break** **no class**	
11		Mon. 4/08		TBD READ NYT: connected stories—news, analysis, opinion	

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Week		**Date**		**Topics, Readings, Assignments, Deadlines**
11		Wed. 4/10		**Reading Response 4** **Discussion Post 7** **In-class Writing: GELO** READ NYT: connected stories—news, analysis, opinion Who is writing about this story on social media outlets? How would you characterize the coverage?
11		**FRI. 4/12**		**Analysis Essay 1 DUE on Canvas *FRIDAY, 4/12***
12		Mon. 4/15		Presentations discussion
12		Wed. 4/17		**Discussion Post 8** Presentations READ NYT: connected stories—news, analysis, opinion
13		Mon. 4/22		**Peer Review Workshop: Analysis Essay 2. Bring to class three (3) printed copies** Reflection Essay and Portfolio Preview READ NYT: connected stories—news, analysis, opinion
				Analysis and Visual Rhetoric
13		Wed. 4/24		Presentations
13		**FRI. 4/26**		**Analysis Essay 2 DRAFT DUE on Canvas *FRIDAY, 4/26***
14		Mon. 4/29		Presentations
14		Wed. 5/01		**Reading Response 5** **Discussion Post 9** **In-class Writing: GELO** Presentations

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15		Mon. 5/06		Presentations <u>READ</u> OWW: "Business Writing: Writing in Your Job" (CF and online)
15		Wed. 5/08		**Reflection Essay Draft and Portfolio Workshop: in class** Presentations
15		**FRi. 5/3**		**Analysis Essay 2 DUE on Canvas *FRIDAY, 5/3***
16		Mon. 5/13		**Last Class** **Discussion Post 10** Presentations—and Cookies! <u>READ</u> OWW: "Write As Well As You Can" (CF and online)
Final		**Thurs 5/16**		**Reflection Essay and Final Portfolio due:** **Sections 07 and 46 Canvas site** **<u>and</u>** **Writing Program Assessment Canvas site**
				Congratulations! Enjoy your summer break!

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