

San José State University
Department of English & Comparative Literature
ENGL 1A: First -Year Writing, Section 28, Spring 2022

Course and Contact Information

Instructor:	Roohi Vora
Office Location:	Online Zoom/ FO117 on Campus
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Office Hours:	Tuesday/Thursday 12:00 P.M. – 1:00 P.M.
Class Days/Time:	Tuesday/Thursday 10:30 A.M. – 11:45 A.M
Classroom:	Canvas Zoom meetings from January 27 – February 10 Sweeny Hall 239 from February 15 onwards
Prerequisites:	Completion of Reflection on College Writing
GE/SJSU Studies Category:	If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement.

Course Description

Welcome to English 1A. It is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. It will prepare you to join scholarly conversations across the country. Through interpretation and analysis of texts, you will develop clear thinking and effective writing that gives form and coherence to complex ideas using a variety of genres. In English 1A, you will practice these skills by writing for various audiences and rhetorical situations. You will learn to communicate meaning clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. This course is demanding, and I will expect a great deal of work from all of you; however, I am here to help you learn, and I hope you come away from this course with an increased appreciation for writing.

Satisfies A2: Written Comm 1A

Grading: Graded

Course Format

This course adopts an online classroom delivery format till February 14. You should have a connection to internet and access to a desk top computer or laptop to participate in classroom activities and submit assignments for the first three weeks of class. From February 15 onwards, we shall be in person on campus.

Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions etc. can be found on the Canvas Learning Management System course website. You are responsible for regularly checking the messaging system through MYSJSU to learn of any updates.

Course Learning Outcomes (CLO)

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

- read actively and rhetorically;
- 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;
- integrate your 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.

Required Text books

- Kirszner and Mandell, *Patterns for College Writing* (Fifteenth Edition) (ISBN 978-1-24379-1)
- SJSU Campus Handbook: *The Everyday Writer with Exercises* by Andrea Lunsford (Sixth Edition) (ISBN 9781319027025) Electronic Edition or Bedford /St. Martin's online (<http://bcs.bedfordstmartins.com?everydaywriter5e>)
- A college level dictionary like OED
- Notebook or Word processor to take notes

Other Readings

- Seraji, Mahbod. *Rooftops of Tehran* (ISBN 978-0-451-22681-5)

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.

Assignment Word Count and Learning Goals

Assignment	Word Count	CLO
Essay # 1 In-class Diagnostic	500	1-3,5
Essay # 2 Out-of-class Profile essay with Revised draft	1000	1-3,5
Essay # 3 Out-of-class Ad Analysis with Revised draft	2000	1-5
Essay # 4 in-class	500	1-3,5
Essay # 5 Out-of-class Argument with Revised draft	2000	1-5
Multimodal Panel Presentation (Group project)	2000	1-5

Final exam	600	1-3,5
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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 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.

You will receive frequent evaluations of your writing from the instructor. Evaluative comments will be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments will encourage and acknowledge your success as well as note problems and suggest ways to improve.

Reading: In addition to being writing intensive, ENGL1A is also a reading course. You will read a variety of rhetorical and professional works on Creativity, Race and Culture, Global Citizenship, Gender, Nature and Environment, Media and Society, and Ethics. All readings will include useful models of writing for academic, general, and specific audiences.

Multimodal Project and Final Exam: As part of your final experience in the course, you will be part of a group project. This will consist of a group multimodal presentation to the class. Projects will be related to the primary issues discussed in the course. There will also be a written final exam based on a response to a prompt.

Writing Portfolio: At the end of the semester you will compile a portfolio of your writing that documents how you met the learning goals of the course.

Grading Policy: To receive credit for GE Area A2, you must receive a C- or higher in ENGL 1A. If you are a UGRM in English, you must earn a D- or higher in ENGL 1A to clear remediation.

Out-of- Class Essay 1, 2 & 3 @15% each	45%
In-Class Essays (1@10%+C/NC Diagnostic)	10%
Final Multimodal Project	20%
Class Participation	
(Discussion, In-Class Writing, Quizzes)	5%
Home Work	
Reading Responses/ Grammar Exercises/Self - Reflection Essay	10%
Final Exam	10%

Participation:

University policy F69-24: Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

We will complete daily work in class that will count towards your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend on a daily basis and come on time. Class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary.

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. All assignments, quizzes, 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.

Grading Breakdown:

Grading: A-F. This class must be passed with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

English 1-A is graded on a system of A, B, C, D or F. Students will be awarded letter grades for the essays assigned above. Each grade will be worth points and will constitute a certain percentage of the total grade (as given in the breakdown). The final grade for the course will be calculated out of a total of 100%. The point range for each letter grade is as follows. A 93 or above; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 63-66; D- 60-62; F 59 or lower. For homework and class participation, students will receive a point each time they turn in homework and participate in class for the day. 10% homework + 5% class participation will be calculated on the basis of the points received by each student out of the total due.

In English department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Classroom Protocol

Reading:

Reading for the course shall be extensive and intensive and include models of writing based on creativity, sustainability, and global citizenship, for academic, general, and specific audiences. You will be required to complete reading assignments on a daily basis. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of the various types of writing that we will be studying throughout the semester. In addition, you must submit reader responses every class period throughout the semester (as noted on the schedule). Remember: The more you read, the better you will write.

Writing:

This is a composition course – every class period will involve a writing component. You will be asked to revise and rewrite the in-class and out-of-class essays. ***Remember that you must complete all essay assignments plus the final multi modal project in order to pass this course.*** You should have a yellow book dictionary, and pen, for in-class essays. ***These cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed, double spaced, and in 12 point, Times New Roman font. These must be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *The Everyday Writer*). Out-of-class essays will have specified minimum page length/word count requirements that will be listed on the prompt sheets. Essays and worksheets should be submitted on the date indicated on your syllabus schedule.

Late Policy:

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

Workshops:

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers and your instructor. Bring a copy of your essay (a completed rough draft), on each workshop date as listed on the class schedule. You must submit all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

Homework/Reader Responses:

Homework is essential, and the more effort you put into it, the better you will do overall in the course. It will be assigned every day the class meets in the form of grammar exercises from *The Everyday Writer with Exercises* and written responses to the readings. Reader responses are an important part of your homework and are due every class.

Post on the Discussion Board throughout the semester, as noted on the schedule. In these responses you shall record analysis, thoughts, opinions, questions, and personal reactions to the texts. Each entry must be dated, and it must be a minimum of one full page (typed, double spaced, with one-inch page margins). ***To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.*** Do not simply summarize plot – show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. ***Reader responses and grammar homework will not be accepted late – no exceptions.***

Please note: Once again, as a courtesy to others, attend every class meeting on time and do not leave during class. If you expect that you will be late, absent, or unprepared once in a while, this is not the class for you. ***Turn off your cell phones or put them on silent mode during the class period or you will lose participation points.***

Quizzes, grammar exercises, and short presentations will also factor into this portion of your course grade. I will occasionally give pop quizzes on the assigned readings, and you will be notified of grammar quizzes in advance.

Do not schedule appointments that conflict with class meeting. If you must be absent from class due to an emergency, be sure to get the missed information and/or assignment from a classmate. For this purpose, obtain names and phone numbers and/or email addresses of at least three of your class mates.

Classmate #1 Name/phone/e-mail: _____

Classmate #2 Name/phone/e-mail: _____

Classmate #3 Name/phone/e-mail: _____

Office Hours

I hope all of you will utilize my office hours at some point in the semester. I am here to help *you* in any way that I can. Whether you need individual tutoring, want to talk about an assigned reading or essay, or have grade concerns, please meet with me online during the office hours. If my office hours are not convenient, I would be happy to make an appointment with you on an individual basis at a time more suited to your schedule.

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

English 1A, Spring 2022 Course Schedule (subject to change with fair notice).

I shall inform you of changes made to the syllabus via canvas announcement or class announcement. Reading assignments must be **completed** by the day they are listed! Home work should be submitted in class, as an Online Assignment or posted on Discussion Board per instructions. All Out-of-Class essays should be submitted as Online Assignments.

CLO = Course Learning Objectives; PCW = *Patterns for College Writing*; EW = *Everyday Writer*; RT = *Rooftops of Tehran*

ALWAYS bring *Patterns for College Writing* and *The Everyday Writer* to class, along with any books/handouts from which reading is assigned for the day! If there is a change in schedule, I shall inform you in a timely fashion in class, via e-mail, or on canvas announcement.

Date	Topics, Readings, Assignments, Deadlines
Thursday, January 27	Class: Introductions, syllabus review, and discussion of Tuesday’s Diagnostic Essay Homework: Have your desktop computer or laptop, and a dictionary available for in-class Essay on Tuesday
Tuesday, February 1	Essay #1 (In-class Diagnostic) (CLO 1-3, 5; 500 words) Homework: Handout: Cane’s “Snow Toward Evening;” Begin reading the section on Description (151-168) “Language” in <i>Everyday Writer</i> (EW 295) Exercise 27-2 (EW 306)
Thursday, February 3	Class: Discuss Cane; In-Class writing practice; show don’t tell exercise Homework: Read the section on Description (PCW 151-168). Read White’s “Once More to the Lake” and write a ½ -1page response on the Discussion Board Exercises: 29-2, 29-3, 29- 4, 29-5 (EW 314-317) Submit as Canvas assignment
Tuesday, February 8	Class: Discuss White; Essay #2 (out-of-class) Profile Essay assigned (CLO 1-3, 5; 1000 words); Workshop on Thursday, February 10; Final draft due Tuesday, February 15 Homework: Bring a rough draft of your Profile Essay to class for peer workshop
Thursday, February 10	Class: Profile Essay Workshop. Have your rough draft ready for workshopping with a peer Homework: Read Narration (PCW 97-110) Poe’s “The Tell-Tale Heart;” 1page response on Discussion Board Exercise: 29-7, 29-8 (EW 322-323)
Tuesday, February 15	Class: Discuss reading. Short video on “The Tell-Tale Heart;” In-class writing. Essay # 2 (out-of-class) Profile Essay and Worksheet due. Homework: Satrapi’s from <i>Persepolis II</i> (Graphic Fiction) Journal Entry (PCW 111-112) on Discussion Board; Read Cisneros’ “Only Daughter” (hand-out) Begin reading the section on “Style” in <i>Everyday Writer</i> (EW 329) Exercises: 30-2, 30-3 (EW 334-336)

Date	Topics, Readings, Assignments, Deadlines
Thursday, February 17	<p>Class: Discuss Satrapi/ Cisneros; Go over prompt for Essay #3 (out-of-class) Creativity – Ad Analysis (CLO 1-5; 2000 words)</p> <p>Homework: Bring an Ad to class for the Ad-Analysis workshop on Tuesday</p> <p>Exercises: 31-1, 31-2 (EW 339-341)</p>
Tuesday, February 22	<p>Class: Creativity-Ad Analysis essay workshop. Final draft of essay due, Tuesday, March 1.</p> <p>Homework: Read handout: Vora’s “The Magic of Mehendi: The Henna painting Ceremony;” Doty’s “My Tattoo;” “Inked Well” (PCW 687-692)</p> <p>Exercises: 32-1-1, 32-2 (EW 344)</p>
Thursday, February 24	<p>Class: Discuss Readings</p> <p>Homework: Exercises: 33-1, 34-1 (EW 347-352)</p>
Tuesday, March 1	<p>Class: Henna Painting Workshop; Ad-Analysis essay # 3 (complete with worksheets) due today</p> <p>Homework: Bring the article “The Magic of Mehendi: The Henna Painting Ceremony” to class for in-class Essay #4 (Creativity)</p>
Thursday, March 3	<p>Class: Essay # 4, in-class (Creativity) (500 words CLO 1-3, 5)</p> <p>Homework: Read “The Myth of the Latin Woman: I just met a Girl named Maria” (PCW 224); “Just Walk on by: A Black Man Ponders His Power to Alter Public Space” (PCW 231); 1-page response to any one essay on Discussion Board.</p> <p>Begin reading the section on Sentence Grammar (EW 361) Exercises: 36-1, 36-6 (EW 362-370)</p>
Tuesday, March 8	<p>Class: Discuss Readings</p> <p>Homework: Read “Cause and Effect” (PCW 313-331) “The Story of an Hour;” “Why Rational People Buy into Conspiracy” (PCW 338)</p> <p>Exercises: 37-4, 37-6 (EW 383-385)</p>
Thursday, March 10	<p>Class: Discuss Readings</p> <p>Homework: Read <i>Rooftops of Tehran</i> Part One (Chapters 1-13); 1-page response to reading on Discussion Board</p> <p>Exercises: 38-1, 38-2, 38-3, 38-4 (EW 394-402)</p>
Tuesday, March 15	<p>Class: Discuss Part One of <i>Rooftops of Tehran</i></p> <p>Homework: Read <i>Rooftops of Tehran</i> Part Two (Chapters 14-21); 1-page response to reading on Discussion Board</p>
Thursday, March 17	<p>Class: Discuss Part Two of <i>Rooftops of Tehran</i></p> <p>Homework: Read <i>Rooftops of Tehran</i> Part Three (Chapters 22-34); Prepare for in-class quiz (Extra Credit); 1-page response on Discussion Board (Extra Credit) Review on Amazon (Extra Credit)</p>

Date	Topics, Readings, Assignments, Deadlines
	Exercises: 38-5, 38-6 (EW 403-405)
Tuesday, March 22	<p>Class: Discussion and in-class quiz on <i>Rooftops of Tehran</i> (Extra Credit)</p> <p>Homework: Prepare questions to ask author Seraji on Thursday. Post a review of the book on Amazon (Extra Credit)</p> <p>Exercises: 39-1, 40-1, 40-2 (EW 410- 417)</p>
Thursday, March 24	<p>Class: Author Mahbod Seraji visits class. Take notes in class and submit as homework assignment for Extra Credit.</p> <p>Homework: Read “Grant and Lee: A Study in Contrasts”; 1-page response on Discussion Board</p>
Monday, March 28 – Friday, April 1	SPRING BREAK. No Classes held this week.
Tuesday, April 5	<p>Class: Discuss Readings: In class writing exercise</p> <p>Homework: Read “Argumentation” (PCW 519-544)</p> <p>Exercises: 41-1, 41-2, 41-3, 41-4 (EW 423-429)</p>
Thursday, April 7	<p>Class: Discuss Argument. Rogerian and Toulmin models</p> <p>Homework: Read “I Have a Dream” speech; Write a summary of the speech on the Discussion Board; “You Don’t Want Them Responding to Your Text” (PCW 346-47)</p> <p>Exercises: 42-1, 42-2 (EW 432-436)</p>
Tuesday, April 12	<p>Class: Discuss readings; Assign Essay # 5 Argument (CLO 1-5; 2000 words)</p> <p>Homework: Read “The Ways we Lie” (PCW 463); “Flick Chicks: A Guide to Women in the Movies” (PCW 444); I page response to any one essay on the Discussion Board</p> <p>Exercises: 43-1, 43-2, 43-3 (EW 440-442)</p>
Thursday, April 14	<p>Class: Discuss readings; In class discussion</p> <p>Homework: Read Edward Said’s essay “Reflections on Exile” by using this link: www.dartmouth.edu/~germ43/pdfs/said_reflections.pdf Watch “Edward Said on Orientalism” introduced by Sut Jhally at the following link: https://www.youtube.com/watch?v=Hgpv3hHy5fU</p> <p>Exercises: 43-4 (EW 443)</p>
Tuesday, April 19	<p>Class: In class writing and discussion on Said’s essay</p> <p>Homework: Bring two copies of a completed Rough Draft of your Argument essay to class for Workshopping</p>

Date	Topics, Readings, Assignments, Deadlines
Thursday, April 21	Class: Argument Essay # 5 Workshop. Final Draft due Thursday, April 28 Homework: Read “A Peaceful Woman Explains Why She carries a Gun” (PCW 348);” “Guns Are the Problem” (PCW 628); One-page response to any one essay Exercises: 45-1, 46-1, 46-2 (EW 453-458)
Tuesday, April 26	Class: Discuss Readings. Multimodal Essay: Problem/Solution Project (Panel Presentations) assigned; 2000 words, CLO 1-5; Brainstorm for topics Homework: Read “Mother Tongue” (PCW 456); “Closer Together or Further Apart: Digital Devices and the New Generation Gap” (PCW 390) Begin reading the section on Punctuation and Mechanics (EW 464) Exercises: 47-1, 47-2 (EW 466-467)
Thursday, April 28	Class: Discuss Readings; Argument Essay # 5 due ; Attach worksheets to the back of the Argument essay before you submit it Homework: Read “Photos That Change History” (PCW 354); “My First Police Stop” (PCW 117); “On Dumpster Diving” (PCW 668) Exercises: 47-3, 47-4, 47-5 (EW 470- 472)
Tuesday, May 3	Class: Discuss readings Homework: Research your topics for Panel Presentation Exercises: 47-6, 47-7, 48-1 (EW 474-478)
Thursday, May 5	Class: In class conferences; Research for Multimodal Project Presentations and Self Reflection Essay Homework: Prepare your topics for Panel Presentation.
Tuesday, May 10	Class: Multimodal Project Presentations Homework: Prepare for Multimodal Project and Presentation
Thursday, May 12	Class: Multimodal Project Presentations Homework: Prepare for Multimodal Project and Presentation
Friday, May 20	Class: Final Exam. Monday, 9:45 – 12:00 Self-Reflection Essay and Portfolio due