

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Fall 2018**  
**Section 10, Section 20, Section 44**

Instructor:	Au-Co Tran
Office Location:	IS 205
Telephone:	TBA
Email:	<a href="mailto:au-co.tran@sjsu.edu">au-co.tran@sjsu.edu</a> , but the best way to contact me would be through Canvas
Office Hours:	T/Th 11:30 am - 12:30 am or by appointment
Class Days/Time:	M/W 9:00 am – 10:15 am (Sec 10) M/W 10:30 am – 11:45 am (Sec 20) M/W 3:00 pm – 4:15 pm (Sec 44)
Classroom:	9:00 am – SH 444 10:30 am – SH 413 3:00 pm – SH 348
Prerequisite:	Directed Self-Placement
GE/SJSU Studies Category	GE Area A2 Written Communication I

**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**

As Americans, we tend to see the rest of the world’s culture through the lens of our understanding of what culture is; an understanding allowed to us by our first-world privilege. In this class, we will explore cultures that are outside of our own personal orbits so that we can reshape our worldview through writing and critical thinking. The class will be divided into three units: Ethnic Culture, Gender Culture, and Class Culture. We will use articles about current issues to explore the ideas of different types of culture. We must ask ourselves how can our individual culture affect our understanding of what culture is? How can we use our personal privileges to understand and empathize with others? In this course, you will examine these questions and express your findings clearly and coherently.

English 1A 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 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.

**ENGL 1A Learning Outcomes (GELO)**

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.

## **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.

## **Required Texts and Materials**

All required texts will be uploaded on Canvas

Microsoft Word 2007 or later

Access to the S-Town podcast

Unless stated otherwise, you are required to have laptops/tablets with keyboards in class to do work

**Note**: Some of the reading material contains content that some may consider offensive or triggering. If you are uncomfortable with any of the reading, please let me know and I will assign an alternative for you.

## **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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO	Points	Percentage
In-Class Diagnostic Essay	700	/	/	5%	50
In-Class #2	700	2-5	1, 4, 6-9	5%	50
In-Class #3	700	2-5	1, 4, 6-9	5%	50
Profile	1350	1-5	1-8	20%	200
Commentary	1350	1-5	1-8	20%	200
Multimodal –Written Portion	1400	1-5	1-8	20%	200
Free Writes	900	2-5	1-2, 4-5, 7-9	5%	50
In-class and out-of-class exercises	900	1-5	1-2, 4-9	15%	150
Participation/Attendance	/	/	/	5%	50
<b>Total</b>	<b>8000</b>	/	/		

**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.

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 language. All assignments, quizzes, and exams are graded on a traditional A-F scale.

**Note: Students must receive a C- or higher to pass the course**

**Late Policy:** For the major assignments, unexcused late work will automatically be knocked down two full letter grades. (i.e. A C+ is the highest you can get.) **I will not accept late work if it’s more than two calendar days after the due date.** Requests for extensions will be treated case-by-case. Inform me at least 48 hours in advance. Smaller take-home assignments (reading responses, outlines, etc) will not be accepted at all if late. In-class work will also not be accepted late. Those points will be docked from your participation.

**Assignment Format:** All outside assignments should be typed and in 12-point font, one-inch margins, in Times New Roman font, and MLA format. Any handwritten assignments should be in blue or black ink. No pencil!

## Classroom Protocol

**Participation:** If you are not in class, you cannot participate. Participation includes coming to class prepared, asking thoughtful questions, listening to your classmates and instructor, and contributing to the class discussion. Minor take-home assignments also contribute your participation points. Points will be given based how well you do these things. Participation does **not** include sleeping, studying for another class, or asking for repeated instructions.

If you miss class, it is **your** responsibility to contact a classmate to ask about assignments. Coming to me with questions should be your last option.

**Attendance:** If you miss a class, it is your responsibility to contact a classmate. Do not contact me asking what you missed. All the readings and assignments are on the syllabus as well as Canvas. This is a college course. If you miss a class, you are missing valuable information. Arrive on time and stay until the end of class. Arriving late or leaving early will result in a loss of participation points.

**Electronics:** Laptops are required for all class sessions during which there is no in-class essay. Obviously, you shouldn't be on Facebook, Tumblr, Instagram, etc. Phones should not be used at all. If I see you looking down at your lap, I will assume you are texting. Participation points will be deducted.

**Food:** Drinks are permitted. "Quiet" snacks that do not interfere or disrupt class are also permitted. Do not bring whole meals or anything with a crunch or a smell. Clean up if you spill something.

**Consideration:** As we will be discussing many topics of sensitivity, remember to be considerate. The classroom is a safe place for everyone to express and explore ideas. Be respectful, even if you do not agree with someone's opinion. Do not antagonize.

**University Policies:** Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## English 1A, Fall '18: Course Schedule

**Note:** The schedule is subject to change with fair notice. Because a majority of this course’s material is based on current events, some of the assigned reading will be changed to reflect this. Changes will be announced via Canvas or in class. Readings and Assignments listed each day will be due the next class session unless stated otherwise. All assignments are to be turned in on Canvas unless stated otherwise.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W – 8/22 Unit 1 – Ethnicity Profile	<b>Reading:</b> Chapters 1-2 – Writing and Genres & Topics, Angles... (WT) <b>Assignment:</b> Upload profile picture to Canvas Fill out bio including your major and concentration Bring laptop/tablet with a keyboard to next class
2	M – 8/27	<b>In-Class Essay #1</b> <b>Reading:</b> Chapter 3 – Readers, Context, Rhetoric (WT) “How to Write with Style” (Vonnegut), “Shitty First Drafts” (Lamott)
2	W – 8/29	<b>Reading:</b> Chapter 6 – Profiles (WT), The Man Who Shot Michael Brown (Halpern) <b>Assignment:</b> Reading Response
3	M – 9/3	<b>Labor Day - NO CLASS</b>
3	W – 9/5	<b>Reading:</b> Chapter 4 – Reading Critically (WT) “Achievement of Desire” (Richard Rodriguez) <b>Assignment:</b> Reading Response
4	M – 9/10	<b>Reading:</b> Chapters 15-16 – Prewriting & Organizing and Drafting (WT) Listen to the first S-Town Episode 1 <b>Assignment:</b> Profile paper outline Summarize Episode: What is the main thesis going to be? Expectations? Any other reactions?
4	W – 9/12	<b>Reading:</b> Chapter 17 - Style (WT) Listen to the S-Town Episodes 2-3 <b>Assignment:</b> Reading response to the two episodes
5	M – 9/17	<b>Reading:</b> Chapter 23 – Peer Response (WT) Listen to S-Town Episode 4 <b>Assignment:</b> Profile Paper Draft due next class Bring hardcopy of your rough draft to class
5	W – 9/19	<b>Reading:</b> Chapter 19 – Revise and Editing (WT) “A Most American Terrorist: the Making of Dylann Roof” (Ghansah) <b>Assignment:</b> <b>Profile Rough Draft, due today on Canvas by 11:59PM</b>
6	M – 9/24	<b>Reading:</b> Chapter 21- Rhetorical & Chapter 10 – Commentary (WT) Listen to S-Town Episode 5 <b>Assignment:</b> Work on Final Profile
6	W – 9/26	<b>Reading:</b> Listen to S-Town Episodes 6-7 <b>Assignment:</b> Work on Final Profile
7	M – 10/1	<b>Reading:</b> Social media posts on your feed

Week	Date	Topics, Readings, Assignments, Deadlines
	Unit 2 – Gender Commentary	<b>Assignment:</b> Write an open letter response to the poster <b>Final Profile due today on Canvas by 11:59PM</b> <b>Turn in hardcopy of rough draft with your peer’s comments</b>
7	W – 10/3	<b>Reading:</b> “A Short History of the Tomboy” <b>Assignment:</b> Open letter response to post, bring laptop to next class
8	M – 10/8	<b>In-Class Essay #2</b> <b>Reading:</b> “Cat Person” <b>Assignment:</b> Open Letter response to any of the characters
8	W – 10/10	<b>Reading:</b> “A Letter to My Younger Self” and “Let’s End the Open Letters to Our Past Selves” <b>Assignment:</b> Write an open letter to your past self Complete Commentary Paper outline/thesis
9	M – 10/15	<b>Reading:</b> “An Open Letter to the First Female President of the US”
9	W – 10/17	<b>Reading:</b> The “Yelp Open Letters” <b>Assignment:</b> Respond to your assigned “Yelp Open Letter”
10	M – 10/22	<b>Assignment:</b> Commentary Paper Rough Draft due 10/27 on Canvas by 11:59PM
10	W – 10/24	<b>Assignment:</b> <b>Commentary Paper Rough Draft due today on Canvas by 11:59PM</b>
11	M – 10/29	<b>Reading:</b> Chapter 12 - Proposals (WT) “A Modest Proposal” <b>Assignment:</b> Work on Final Commentary Draft
11	W – 10/31	<b>Reading:</b> Chapter 25 – Finding sources/Evidence “Teenagers Who Vandalized Historic Black...” <b>Assignment:</b> Work on Final Commentary Draft
12	M – 11/5 Unit 3 – Class Multimodal	<b>Assignment:</b> <b>Final Commentary due today on Canvas by 11:59PM</b> <b>Turn in hardcopy of rough draft with your peer’s comments</b>
12	W – 11/7	<b>Reading:</b> “The Despair of Poor White Americans” <b>Assignment:</b> Prepare for interviews
13	M – 11/12	<b>Veteran’s Day – NO CLASS</b>
13	W – 11/14	<b>Reading:</b> “I Felt Pressure To Change My 'Unpronounceable' Name." Here's Why I Didn't Do It” <b>Assignment:</b> More interviews with family/friends if needed
14	M – 11/19	<b>Assignment:</b> Work on Multimodal project, Thesis/Paper outline
14	W – 11/21	<b>Assignment:</b> Work on Multimodal Written Portion Rough Draft
15	M – 11/26	<b>Assignment:</b> Work on Multimodal Written Portion Rough Draft Bring hardcopy to next class
15	W – 11/28	<b>Assignment:</b> <b>Work on Multimodal Written Portion Rough Draft, due today on Canvas by 11:59PM</b>
16	M – 12/3	<b>In-Class Essay #3</b> <b>Assignment:</b> <b>Work on Multimodal Written Portion Final Draft, hardcopy due in class on the day of the Final</b>

Week	Date	Topics, Readings, Assignments, Deadlines
16	W – 12/5	<b>Assignment:</b> Multimodal Project, turn in presentation materials by posted deadline on Canvas
17	M – 12/10	<b>Assignment:</b> Bring in hardcopy of Multimodal written project with peer's comments
<b>Final</b>		<p><b>We will meet in our usual respective classrooms</b></p> <p>9:00 am class (Sec 10) – December 12 at 7:15 am  10:30 am class (Sec 20) – December 18 at 9:45 am  3:00 pm class (Sec 44) – December 14 at 12:15 pm</p>