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Office Hours: TTH 9:00-10:15, and by appt.

Class Days/Times: TTH 10:30-11:45am
Class Location: Boccardo Business Center 122
Prerequisites: English Placement Test
GE/SJSU Studies Category: GE Area A2 Written Communication
Course format: Technology intensive; hybrid

There are no dangerous thoughts; thinking itself is dangerous. ~Hannah Arendt

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.

Engl 1A Learning Outcomes (CLO)

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

1. communicate meaning clearly and effectively;
2. identify focus, tailored to a particular audience and purpose;
3. perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
4. explain, analyze, develop, and criticize ideas effectively;
5. use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
6. organize individual paragraphs and entire essays;
7. construct sentences with accuracy, variety, and clarity;
8. use appropriate diction and tone;
9. control conventions of written English (e.g., punctuation, spelling, reference, agreement).

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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

1. demonstrate the ability to read actively and rhetorically;
2. 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;
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. demonstrate the ability to integrate their 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. 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.

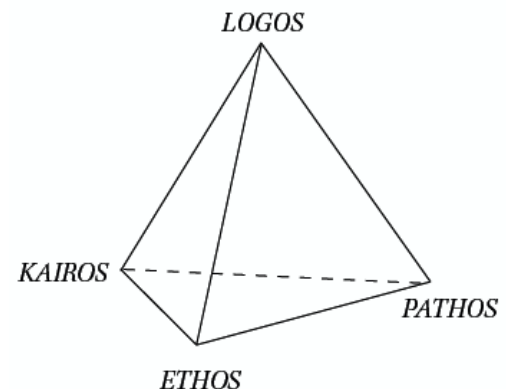
Writing: Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued 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: There will be a substantial amount of reading for this class, some of which will come from texts I assign (listed below) and some of which will be from sources you locate.

Final Experience: Students are required to turn in a portfolio at the end of the semester that consists of selected examples of your writing produced for our class, including drafts. **Remember to keep all of your work!**

Required in every portfolio is:

- ↳ Two project packets, including the assignment sheet, an early draft, and the revised final draft for each essay
- ↳ A reflective essay explaining the ways in which you made use of terms from the course to identify issues and improve your writing



Required Materials

Sharon Crowley & Michael Stancliff. *Critical Situations*. Pearson, 2008 (ISBN: 0321246535)
 Arola, Sheppard, & Ball. *Writer/Designer*. Bedford/St. Martin's, 2014 (ISBN: 9781457600456)
 Catherine Prendergast. *Can I Use I?*. Out of Pocket Press, 2015 (ISBN: 0986145718)
 Learning Catalytics (www.learningcatalytics.com)
 Andrea Lunsford. *Everyday Writer*. (This is provided through the *Writer's Help* tab on Canvas)

Other Readings

Students will be responsible for locating other reading materials throughout the course in support of their writing projects.

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 descriptions will be distributed for each major assignment. We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, and possibly aural, digital, visual). There will also be reading assignments and options for group projects.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	CLO
2 in-class essays	500/ea	3	1, 2, 4, 6, 9
11 Discussion boards	2000	2, 3	3
Hotly Contested Issue (incl. process materials)	1200	1-5	1-9
What Counts as Persuasion? (incl. process materials)	1500	1-5	1-9
Textual Artifact (incl. process materials)	1500	1-5	1-9
Portfolio	1000	1-5	1-9
Presentation	n/a	2, 3	1, 2, 4, 8
Participation	n/a	n/a	n/a

Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. You must turn in all assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0". **Note:** students must receive a C or higher to pass the course.

Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Grade Calculations

Assignment	Word Count	% of Course Grade
2 in-class essays (50 pts. each)	500/ea	10%
11 Discussion boards (10 pts. each)	2000	11%
Hotly Contested Issue (incl. process materials)	1200	15%
What Counts as Persuasion? (incl. process materials)	1500	15%
Textual Artifact (incl. process materials)	1500	15%
Portfolio (incl. process materials)	1000	20%
Presentation	n/a	5%
Participation (daily in-class assignments) (3 pts./day)	n/a	9%

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.

Please note: sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with the instructor.

There is value in “[using] writing as a technology to think with rather than as a tool for succinctly recording the thoughts of others or as a weapon for fending off other points of view.” ~ Richard E. Miller

Classroom Protocol

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.

Technology Intensive/Hybrid Requirements

This course will be technology intensive with some hybrid assignments. This will require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Student will need Internet connectivity and access to Learning Catalytics (www.learningcatalytics.com) to participate in classroom activities and/or submit assignments. See [University Policy F13-2](#) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

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. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services](#) website at <http://www.sjsu.edu/counseling>.

ENGL 1A / Composition, Fall 2015, Course Schedule

Calendar subject to change with fair warning

Readings listed should be read BEFORE class

We will work with your writing in some form or fashion every day in class. Please bring materials related to the current major assignment every class period.

Course Schedule Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	Course Introduction Getting to know you, getting to know all about you Learning Catalytics Canvas
2	2/2	Read: Crowley and Stancliff, Ch.1 In-class: Concept dictionary Mapping stakeholders / rhetorical situations Paper #1 assignment
2	2/4	Before class: Discussion Board (Week #2) Read: Prendergast, pg. v-32 In-class: Discussion response (Choose 2 and respond—do you know something you can add? Do you need more info to understand? Can you think of a way to narrow in the discussion? Can you identify add'l sources and/or stakeholders?) Invention / What Should I Write About? / Context / Purpose
3	2/9	Before class: Concept dictionary Read: Crowley and Stancliff, Ch.2 In-class: Stakeholders / Passionate commitments Audience <ul style="list-style-type: none"> • Who is the audience (real or intended)? • Are there secondary audiences? • What values or opinions do they hold? <ul style="list-style-type: none"> ◦ Commonplaces ◦ Ideology • How can you (the author) appeal to them? • Audiences have to recognize your text/genre to understand your argument • Genre → form of the argument
3	2/11	Before class: Discussion Board (Week #3) Read: Prendergast, pg. 33-68 In-class essay #1
4	2/16	Before class: Concept dictionary Read: Crowley and Stancliff, Ch.3 Project #1 rough draft DUE [POST TO CANVAS BY START OF CLASS] In-class: Peer review

Course Schedule Week	Date	Topics, Readings, Assignments, Deadlines
4	2/18	Before class: Discussion Board (Week #4) Read: Prendergast, pg. 69-101 In-class: Revision / Seeing again / stasis Paragraph development (Choose 2 summaries done by your classmates and expand them)
5	2/23	Before class: Concept dictionary Read: Crowley and Stancliff, Ch.4 In-class: What time is it? Argument / Thesis / Stakes
5	2/25	Before class: Discussion Board (Week #5) Read: Prendergast, pg. 102-130 In-class: Editing / reflection Paper #2 assignment
6	3/1	Read: Crowley and Stancliff, Ch.5 Project #1 final draft DUE [POST TO CANVAS BY START OF CLASS] In-class: Concept dictionary (find a link, picture, etc. to demonstrate 2 concepts.) Multimodality / Writing multimodal essays
6	3/3	Before class: Discussion Board (Week #6) Read: Arola, et. al, pg. xxiii-19 In-class: Processing modes
7	3/8	Before class: Concept dictionary Read: Crowley and Stancliff, Ch.6
7	3/10	Before class: Discussion Board (Week #7) Read: Arola, et. al, pg. 20-39 In-class: Evidence; Effective arguments (respond to 2 DB posts—what would make this text ineffective?)
8	3/15	Before class: Concept dictionary Read: Crowley and Stancliff, Ch.7 Project #2 rough draft due [POST TO CANVAS BY START OF CLASS] In-class: Peer review Mid-semester evaluation
8	3/17	Before class: Discussion Board (Week #8) Read: Arola, et. al, pg. 40-56 In-class: Visual rhetoric Making memes
9	3/22	Before class: Concept dictionary Read: Crowley and Stancliff, Ch.8 In-class: Emotional appeals / Logical appeals / Ethical appeals
9	3/24	Before class: Discussion Board (Week #9) Read: Arola, et. al, pg. 57-76 In-class: Project #3 Assignment Textual Artifacts

Course Schedule Week	Date	Topics, Readings, Assignments, Deadlines
10	3/29	SPRING BREAK: NO CLASS
10	3/31	SPRING BREAK: NO CLASS
11	4/5	ONLINE CLASS DAY—NO FACE-TO-FACE MEETING Read: Crowley and Stancliff, Ch.9 Project #2 Final draft due [POST TO CANVAS BY START OF CLASS] Before the end of class: Discussion Board (Week #11(1))
11	4/7	ONLINE CLASS DAY—NO FACE-TO-FACE MEETING Before class: Discussion Board (Week #11(2)) Read: Arola, et. al, pg. 77-92 Before the end of class: Go to Discussion Board (Week #11(1)), and choose 3 classmates' entries to respond to. Read their body of evidence (i.e., the pieces of evidence they have listed plus their descriptions of how each piece relates to their critical issue). Using Crowley & Stancliff's questions in the invention journal "Evaluating Evidence" on pg. 206, write a short (1 paragraph or so), skeptical response to each person. Can you locate any weaknesses, gaps, or problems with their evidence? Each person should get feedback, so if you log into a classmate's entry and it already has 3 responses, please choose someone else to respond to.
12	4/12	Read: Arola, et. al, pg. 93-105 In-class essay #2
12	4/14	Read: Arola, et. al, pg. 106-118 Project #3 rough draft due [POST TO CANVAS BY START OF CLASS] In-class: Peer review Portfolio reflection assignment
13	4/19	In-class: conferences
13	4/21	In-class: conferences
14	4/26	Read: Arola, et. al, pg. 119-135 Project #3 Final Draft DUE [POST TO CANVAS BY START OF CLASS] In-class: Citation; plagiarism
14	4/28	Before class: Discussion Board (Week #14) In-class: TBD
15	5/3	In-class: Assembling portfolios ePortfolio (Canvas)
15	5/5	Before class: Discussion Board (Week #15) Portfolio reflection rough draft DUE [POST TO CANVAS BY START OF CLASS]
16	5/10	Presentations
16	5/12	Presentations Portfolios Final Draft DUE [POST TO CANVAS BY START OF CLASS]
Final Exam	WED 5/18	Boccardo 122, 9:45AM Presentations