

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, 70, Fall 2017

Course and Contact Information

Instructor:	Johnny Damm
Office Location:	FOB 215
Telephone:	408-924-4424
Email:	john.damm@sjsu.edu
Office Hours:	T/TH 10:30-11:45
Class Days/Time:	T/TH 4:30-5:45
Classroom:	Sweeney Hall 242
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Management 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

ENGL 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.

In this class specifically, we will analyze and write about the forces that surround us on a daily basis: advertising, the popular culture we consume, and the university itself. The idea here is to utilize writing to take a greater stake in our daily lives—to utilize the essay form to become more active participants in our culture(s).

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 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	GELO
Essay # 1	1,000-1,250	1-5
Visual Essay	N/A	2-4
Essay # 2	1,250-1,500	1-5
Essay # 3	1,750-2,000	1-5

Required Texts

Readings

We have no textbook for this class, but there is reading due for nearly every class. The reading can be found either linked in the syllabus or in as PDFs in Canvas.

Grading Policy

Essay # 1 25%; Essay # 2 25 %; Essay 3 25%; Visual Essay 15 %; Participation 10 %

Participation includes miscellaneous work and your contributions to class discussion. This is not a lecture course, so you need to be prepared to talk.

The revision process is central to this class, so you will be responsible for writing a minimum of two complete drafts (more may be required, but never less) for each essay. While only the final draft will be graded, not turning in earlier drafts on time will result in a deduction of up to one letter grade.

Late papers (including drafts) will be docked up to one full letter grade each day they are late.

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

About Grades

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

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.

A (92-100); A- (90-91); B+ (88-89); B (82-87); B- (80-81); C+ (78-79); C (70-77); C- (70-71); D+ (68-69); D (62-67); D- (60-61); F (<60)

Classroom Protocol

You need to participate, be on time, and be courteous to your peers and to your teacher. When we are discussing the readings, you should either have a physical copy or a copy pulled up on a laptop or tablet. Your cell phone should remain in your pocket or bag unless you offer me a convincing argument as to why you need to have it out.

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/gup/syllabusinfo/index.html>.

1A / First-Year Writing, Fall 2017, Course Schedule

This schedule is subject to change with fair notice: you are responsible for any changes made in class or through email.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	Introduction
2	Aug 29	Analysis and Advertising Reading: Purdue OWL: The Writing Process and Invention: Starting the Writing Process (Online) ; “What is Advertising?” (read through Section 2), Barr (online)
2	Aug 31	Reading: Finish “What is Advertising?” , Barr (online); OWL: “Introduction to Prewriting (Invention)” (online) Discuss Prompt for Essay # 1
3	Sep 5	Reading: “Representations of Masculinity and Femininity in Advertisements,” Barr (online); OWL: Tips and Examples for Writing Thesis Statements,” Online Discuss Thesis ESSAY # 1 ADVERTISEMENT DUE
3	Sep 7	Reading: “Brands are Throwing Out Gender Norms to Reflect a More Fluid World,” Monloss (Online); OWL: “Symptoms and Cures for Writer’s Block” (online) ESSAY #1 THESIS DUE
4	Sep 12	Reading: “Sex in Advertising,” Barr (online); OWL: “Why and How to Create a Useful Outline” ; “Types of Outlines and Samples” ; “Reverse Outlining” (Online) ESSAY # 1 OUTLINE DUE
4	Sep 14	Reading: OWL: Proofreading (Online; read all subsections) Introduction of The Visual Essay ESSAY # 1 DRAFT DUE TO TEACHER
5	Sep 19	Reading: “Week Five—The Photo Essay” (Online; the text is less important here—give it a quick scan—than the examples, which you should spend some time looking through).
5	Sep 21	Reading: Gordon Parks, Harlem Gang Leader (Online; view slideshow; text optional), From Segregation Story (view slideshow and read accompanying NYTimes Article) Discuss Prompt for Visual Essay ESSAY # 1 OPTIONAL FINAL DRAFT DUE
6	Sep 26	Reading: <i>The Americans</i> (PDF in Canvas)
6	Sep 28	Reading: “Mr. Plimpton’s Revenge: A Google Maps Essay” (Online)
7	Oct 3	VISUAL ESSAY PRESENTATIONS
7	Oct 5	VISUAL ESSAY PRESENTATIONS
8	Oct 10	Reading: “One way “The Handmaid’s Tale” is Bleeding Over Into Real Life,” Serena (Online)

Week	Date	Topics, Readings, Assignments, Deadlines
		Introduction of Television and Our Cultural Moment, Watch <i>The Handmaid's Tale</i>
8	Oct 12	Reading: “In Its First Season, The Handmaid’s Tale’s Greatest Failing Is How It Handles Race,” Bastián (Online) Discuss Prompt for Essay # 2
9	Oct 17	Reading: “Atlanta’ Walks a Line Between Magic Realism and Keeping It Real,” Morris (Online) Watch <i>Atlanta</i>
9	Oct 19	Reading: “Atlanta is One of the Smartest and Most Daring Shows on TV,” Snyder (Online)
10	Oct 24	ESSAY # 2 PEER EDITING DRAFT DUE
10	Oct 26	Introduction of Arguing Education, Analysis of Our Classroom ESSAY # 2 FINAL DRAFT DUE
11	Oct 31	Reading: “A Liberal Education for the 21st Century: Some Reflections on General Education,” Fox (PDF in Canvas) Discuss Prompt for Essay # 3
11	Nov 2	Reading: “Same Performance, Better Grades,” Katsikas (Online); “Why Grades Are Not Paramount to Achievement,” Lamb-Sinclair (Online); “Imagining College Without Grades,” Jaschik
12	Nov 7	Reading: “Those Hidden College Fees,” Sharpe (Online); “Bottom Line: How State Budget Cuts Affect Your Education,” Brown (Online); “The Impossible Price of Going to College” (Online)
12	Nov 9	Reading: “College Students Aren’t ‘Cuddly Bunnies’,” Hanlon (Online); “Don’t Blame Politics for the Crisis at American Colleges,” Ukueberuwa (Online)
13	Nov 14	Reading: “A ‘Race’ for Equality: Print Media Coverage of the 1968 Olympic Protest by Tommie Smith and John Carlos,” Peterson (PDF in Canvas; read intro—the first 5 pages—carefully, and you can skim the rest); “A form of punishment’: Colin Kaepernick and the history of blackballing in sports,” Moore Discussion of SJSU in 1968: The Olympics Protest and Student Activism
13	Nov 16	Reading: “The Unexpected Value of the Liberal Arts,” Anders (Online) ESSAY # 3 ANNOTATED BIBLIOGRAPHY DUE
14	Nov 21	TBA
14	Nov 23	HOLIDAY
15	Nov 28	ESSAY # 3 PEER EDITING DRAFT DUE
15	Nov 30	Presentations + Portfolio Prep
16	Dec 5	Presentations + Portfolio Prep
16	Dec 7	Presentations + Portfolio Prep ESSAY # Final Draft Due
Final Exam	Dec 15	Culminating Activity TBA Final Thoughts on Semester

