

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 1A: First-Year Writing, Section 42, Fall 2017**

**Course and Contact Information**

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<b>Office Hours:</b>	Monday/Wednesday 3-4 pm, Tuesday/Thursday 1:30-2:30 pm
<b>Class Days/Time:</b>	Monday? Wednesday 4:30-5:45 pm
<b>Classroom:</b>	Clark Building 316
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	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.

**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 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.

### **Reading**

English 1A is a reading-intensive course. You will have reading assignments to complete for almost every class, and each reading will be accompanied by some form of writing. Most of the assigned essays will be based on these readings as well. It is therefore imperative that you complete each reading before class and bring your textbook and reading responses to every class meeting.

### **Writing**

This is a composition course—every class period will involve a written component. Writing assignments will give you repeated practice in all phases of the writing process. 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 because you will need to be able to perform well in timed writing situations, you will also write graded, in-class essays. ***You must complete all required essays to pass the class.***

Bring pens, green books, and a dictionary 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. They must be in accordance with MLA citation guidelines. Out-of-class essays will have specified minimum word counts that will be listed on the prompt sheets. Essays are due at the beginning of class on their due dates, numbered and stapled.

### **Reader Responses**

Reader responses are due for every assigned reading. These responses are journal entries in which you 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 not be accepted late—no exceptions.

### **Essays**

There are 7 required essays—three in-class, four out-of-class—and you must complete all essays in order to pass the course. The first diagnostic essay is not counted in your course grade. Expect to produce a minimum of 8,000 words during the semester. This is a writing course; expect to write every week!

## **Workshops**

Peer collaboration is an important component of the writing process and group workshops will be held periodically. Missed workshops cannot be made-up.

## **Group Projects**

I will assign multi-modal group projects throughout the semester. These projects will enable you to work with each other to create visual and audio responses (infographics, podcasts, etc.) to the stories we will be reading throughout the semester. A successful group project – one which follows the guidelines of the assignment, informs its audience in an engaging manner, and demonstrates group cohesion, focus, and purpose – will improve the overall participation score of each individual member.

## **Multimodal Assignments**

Multimodal assignments involve written, visual, and oral components. You will complete one major multimodal assignment this semester.

## **Class Participation**

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. Absences and tardiness will affect your grade because you will be missing class material and/or in-class activities. In addition, 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. Additionally, you must refrain from texting or electronic device usage of any kind unless instructed to do so.

### **Class participation is assessed as follows:**

A= Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B= Occasional, pertinent questions and comments; active listening

C= Infrequent, tangential questions or comments; questionable attentiveness

D= Rare interaction; distraction or unpreparedness for class

F= Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes **all in-class activities**, and **cannot be made up** if you miss a class, regardless of the reason.

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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	Weightage
Diagnostic Essay (in-class writing)	500	1,3,5	C/NC
Literacy Narrative (out-of-class essay)	1200	1,2,3,5	10%
Visual Analysis + Multimodal Project	1000	1,2,3,5	15%
Rhetorical Analysis (in-class writing)	500	1,3,5	10%
Profile (out-of-class essay)	1200	1,3,4,5	10%
Persuasive Argument (out-of-class essay)	1500	1,2,3,4,5	15%
Portfolio Self-Reflection	500	1,2,3,4,5	10%
Reader Responses (out-of-class writing)	1000	1,3,4,5	N/A
Revision Drafts	1000	1,2,3,4,5	N/A
Class Participation	N/A	1,3,5	15%
Peer Review Workshop	N/A	1,2,3,5	10%
Final Presentation	N/A	1,2,3,4,5	5%

## Required Texts

- Goldthwaite, Mellissa. *The Norton Reader 14th ed., Shorter, PA+ The Little Seagull Handbook 3<sup>rd</sup> ed, PA* ISBN: 9780393646870  
Ebooks can be purchased at <https://digital.www.norton.com/nortonreader14>
- Lunsford, Andrea. *The Everyday Writer with Exercises* (with 2009 MLA & 2010 APA Updates). 5th Edition. Bedford/St. Martins, 2013. ISBN-13: 978-1-4576-6712-
- A college-level dictionary
- Internet access and an e-mail address for updates.
- 8 ½” x 11” notebook for taking notes and writing in-class essays and quizzes
- 4-8 large Green books for in-class essays
- Blue or black ink pens for writing essays

## Grading Policy

The department’s standard grading scheme consists of the following: “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.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- 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.

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

### **Classroom Protocol**

1. **All reading must be completed by the beginning of each class period.** Please come prepared with questions and ideas on the reading assignments for each class.
2. Homework will be assigned each day in the form of readings, written responses to the readings, or grammar exercises. These are intended to give you extensive practice in writing.
3. Reading responses encourage you to engage actively with the text and to reinforce the symbiotic connection between reading and writing, and therefore, must be completed for each class meeting.
4. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade.
5. **Late papers will not be accepted. No faxed or e-mailed papers will be accepted.** Please hand in your assignments in class on the dates that they are due.
6. Homework assignments and quizzes cannot be made up.
7. In-class essays may be made up with an authentic medical excuse.
8. **Use of laptops (except for assigned activities), cell phones, and portable musical devices is strictly prohibited during class. Infractions will result in severe penalties.**
9. Please do not bring food to class. Covered drinks are acceptable.

### ***Attendance***

Since discussion and participation is an important component of this course, students should attend class regularly. All in-class writing and contribution towards discussion will count towards your participation grade. Absences and/or tardiness may, therefore, affect your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered. To this purpose, please obtain names and e-mail addresses/phone numbers of at least three of your classmates.

## **University Policies**

### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practicals. Other course structures will have equivalent work load expectations as described in the syllabus.

### **Information available online**

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

### **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/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

## Course Schedule

*Schedule subject to change with fair notice; notice given via either Canvas or email, or in class. This syllabus represents a plan for this semester. While the rules and regulations will remain consistent, individual assignments and dates may be modified depending upon the individualized nature and progression of this course section. **All readings are taken from the Norton Reader and must be completed by the date listed. Please bring your reader to class every day.** Reading assignments and written responses must be **completed** by the day that they are listed.*

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	W 8/23	Introduction, Syllabus Review, Read Introduction pp. xxxv-li for the next class.
2	M 8/28	Diagnostic Essay – Bring Green Book, ink pens, dictionary. Read samples online.
2	W 8/30	<b>Literacy Narratives</b> – Douglas, 228; Franklin, 290 LN Essay Assigned
3	M 9/4	Labor Day – No class
	W 9/6	Roderiguez, 274; Welty, 509
3	M 9/11	<b>LN Essay Due</b> <b>Profile</b> – Cofer, 56; Dillard, 47
4	W 9/13	Didion, 1; White, 66. Profile Essay Assigned
3	M 9/18	Obama, 549; Halberstam, 191.
5	W 9/20	Peer Review Workshop on Profile Essay
5	M 9/25	<b>Profile Essay Due. Visual Analysis</b> – In class workshop on Visual Analysis
6	W 9/27	Linda Barry, 233; Leonard, 96
6	M 10/2	Hammad, 543; Morrison, 53
7	W 10/4	<b>Rhetorical Analysis</b>
7	M 10/9	Rhetorical Analysis Workshop
8	W 10/11	Visual Analysis Project Assigned. Logical Fallacies
8	M 10/16	<b>Rhetorical Analysis In-class Essay</b>
9	W 10/18	Newman, 356; Mc Gonigal, 220
9	M 10/23	Work On Visual Analysis Project
10	W 10/25	<b>Visual Analysis Project Due</b> – Presentations

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	M 10/30	Presentations (continued)
11	W 11/1	<i>Argument</i> – Angell, 174; Dan Barry, 166
11	M 11/6	Bissell, 110; Epstein, 216
12	W 11/8	Argument Paper Assigned. Logical Fallacies
12	M 11/13	Barron, 362; Barber, 224
13	W 11/15	Peer Review Workshop on Argument Paper
13	M 11/20	<b>Argument Essay Due- Portfolio Discussion</b>
14	W 11/22	Non-Instructional Day – No class
14	M 11/27	<i>Op-Ed</i> –Raja, 339; Chabon, 531
15	W 11/29	Zinsser, 256; Staples, 141
15	M 12/4	Bird, 247; Kreider, 210
16	W 12/6	Work on Reflection Essay
16	M 12/11	<b>Portfolio Due. Final Presentations TBA</b>
Final Exam	T 12/19	2:45 – 5:00 pm – <b>Final Presentations TBA</b>