

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 03, Fall 2020

Course and Contact Information

Instructor:	Peter O’Sullivan
Office Location:	https://sjsu.zoom.us/j/9431833745
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Office Hours:	Mondays and Thursdays 10:30 – 11:30 AM
Class Days/Time:	Mondays and Wednesdays 7:30 – 8:45 AM
Classroom:	Online Only
Prerequisites:	Directed Self-Placement
GE/SJSU Studies Category:	GE Area A2 Written Communication I

Course Format

Technology Intensive

A computer, laptop, tablet, or smart phone will be required of you to access class. You are required to have both video and audio active, unless you can demonstrate to the professor’s satisfaction that this is an undue burden.

Faculty Web Page

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 announcements and assignment on Canvas.

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.

The focus of this class will be on language and how language choices affect both the meaning and tone of your writing for both you and your audience. Language awareness is tantamount for both communication and understanding.

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 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. There will be a decidedly social justice bias in the instructor's reading and interpretation of the material presented.

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.

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. 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
Descriptive Essay	500	2,3,5
Descriptive Essay Full Revision	500	2,3,5
Synthesis Essay	1000	1-5
Synthesis Reflection	500	1-5
Synthesis Full Revision	1000	1-5
Reflective Essay	500	1-5

Required Texts

Textbook

Cohen, Samuel. *50 Essays: A Portable Anthology*. 6th Edition.
Available at Spartan Bookstore and Amazon.com
Electronic copy highly encouraged.

Other Readings

I reserve the right to incorporate extra readings to supplement the material for this class. These will be made available on Canvas as either hyperlinks or PDF documents.

Grading Policy

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

I use conventional rounding methods when determining percentages. An 82.2% grade is a B-. An 82.5% grade is a solid B.

Students must earn a C- or higher (69.5% or higher) to pass this course.

There is no extra credit in this class.

Assignments are weighted as follows

- Participation Assignments 10%
- Rough Drafts 20%
- Final Drafts 30%
- Revisions 30%
- Final Project 10%

Participation is judged on reader response discussions on canvas and Writer's help assignments. These will be assigned at least once a week.

Final Drafts and Revisions are cannot be turned in until the due date. Essays turned in on the due date will be graded right away. Essays turned in after the due date will be graded on an as available basis. Essays turned in more than two weeks late cannot receive higher than a C-.

Process assignments such as rough drafts and sample paragraphs for in class revision practice cannot be turned in late. Quizzes and participation assignment also cannot be made up.

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.

Classroom Protocol

You are expected to come to class each day, prepared to participate. Participation includes having your video turned on and your preferred name on display. Preferred pronouns are optional. For the seventy five minutes we meet on Zoom we will engage in a mixture of lecture, individual assignments, and group assignments in breakout rooms.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

ENGL 1A Fall 2020 Course Schedule

Course Schedule

50E = 50 Essays

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday 8/19/2020	Introductions; Syllabus; Classroom policies; Ice Breaker
2	Monday, 8/24/2020	50E: Plato, Allegory of the Cave Text, Subtext, and Context.
2	Wednesday, 8/26/2020	50E: Frederick Douglass, Learning to Read and Write Components of Essay Writing. Destroy the 5 paragraph Essay Generics vs Specifics
3	Monday, 8/31/2020	50E: Stephen King, Reading to Write Exercises on Annotation
3	Wednesday, 9/2/2020	Asynchronous Workshop on Rough Draft
4	Monday, 9/7/2020	Labor Day: NO CLASS
4	Wednesday, 9/9/2020	50E: Audre Lorde, The Fourth of July

Week	Date	Topics, Readings, Assignments, Deadlines
		Connotations vs. Denotations
5	Monday, 9/14/2020	50E: Brent Staples, Just Walk on by, Black Men in Public Spaces Thinking about Structure
5	Wednesday, 9/16/2020	50E: Zora Neale Hurston, How it Feels to be Colored Me Thinking about Audience
6	Monday, 9/21/2020	50E: James Baldwin, Notes of a Native Son Knowing the Rules to Break the Rules
6	Wednesday, 9/23/2020	50E: Ta-Nahisi Coates, The Paranoid Style of American Policing The Importance and Non-importance of Rules
7	Monday, 9/28/2020	50E: Tommy Orange, Indian Heads Idiomatic Language
7	Wednesday, 9/30/2020	50E: Gloria Anzaldua, How to Tame a Wild Tongue Inclusion and Exclusion
8	Monday, 10/5/2020	50E: Amy Tan, Mother Tongue
8	Wednesday, 10/7/2020	Asynchronous Workshop on Rough Draft
9	Monday, 10/12/2020	50E: Thomas Jefferson, Declaration of Independence
9	Wednesday, 10/14/2020	50E: Henry David Thoreau, Civil Disobedience
10	Monday, 10/19/2020	Martin Luther King, Jr., Letter from Birmingham Jail
10	Wednesday, 10/21/2020	Sean Illing, How Black Lives Matter fits...
11	Monday, 10/26/2020	50E: William F. Buckley, Jr., Why Don't We Complain?
11	Wednesday, 10/28/2020	50E: George Orwell, Shooting an Elephant
12	Monday, 11/2/2020	50E: Johnathan Swift, A Modest Proposal
12	Wednesday, 11/4/2020	Asynchronous Workshop Day
13	Monday, 11/9/2020	50E: Stephanie Ericsson, The Ways We Lie
13	Wednesday, 11/11/2020	Assign Final Project Groups
14	Monday, 11/16/2020	Assign Portfolio Work on Group Projects

Week	Date	Topics, Readings, Assignments, Deadlines
14	Wednesday, 11/18/2020	Work on Group Projects
15	Monday, 11/23/2020	Work on Group Projects
15	Wednesday, 11/25/2020	Non-Instructional Day. NO CLASS
16	Monday, 11/30/2020	Work on Group Projects
16	Wednesday, 12/2/2020	Work on Group Projects
17	Monday, 12/7/2020	Last Day of Class. Finish Final Projects.
Final Exam	Friday, 12/11/2020	Turn in Portfolio.