

Spring 2020

San José State University

Department of English & Comparative Literature

English 1A Section 31

Instructor:	Leanne Lindelof
Office Location:	FOB 219 (not in use this semester)
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Office Hours:	Zoom State U W 12 – 2, after class and by appt.
Classroom:	On-line Synchronous: Tuesdays 3:00 pm Asynchronous: Canvas
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I
Satisfying EO 665	If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement.

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.

This semester, students will be exploring the ideas of identity and self-discovery. Through reading, writing, reflection, and discussion, students will begin to uncover what constitutes self-discovery and how they, individually, can uncover and begin to understand their desires, skills, ideas, and aspirations.

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.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
Out of class essays	2500 – 3000	1 – 5
Revisions	3200 – 4000	1 -5
In-class essays	1000	1,2,3,5
Portfolio reflection	500	1 – 5
Quizzes	n/a	1,3,4
E-mail to prof	250	1,2,3,4,6,9

Required Texts

Reading and Writing Handbook for the College Student, Cleveland, Katherine et al ISBN: 1-944894-72-1

Course Reader, Maple Press

Access to a full volume dictionary

Notebook/binder for notes and papers

Grading Policy

Grades will be determined out of a possible 500 points and will be distributed as follows:

Out of class essays # 1 & 5 (Complete drafts).....	100 pts
Revisions, essays # 3 & 6	150
Timed writing, essays #2 & 4.....	80
Written participation,i.e reading responses and quizzes.....	50
Multi-modal project.....	50
E-mail to prof.....	20
Portfolio and final experience.....	50

Grading scale: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct

B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective

C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete

D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect, difficult to follow

F=50: Writing that is off-topic, late, incomplete

These percentages are estimates and may be altered slightly by the instructor if needed.

Classroom Protocol

Classroom Protocol I have one rule: be respectful. This means no texting, no on-line shoe shopping, no unnecessary yawning, no snoring or otherwise making random noises. No arriving fifteen minutes late and interrupting the lecture or discussion to fumble to your seat.

Late work: Assignments cannot be handed in late without prior consent of the instructor; any assignment arriving after the due date is considered late.

Canvas: Much of the course will be taught via Canvas.

Course Schedule

As a general rule, class with meet via Zoom on Tuesdays only (but there are a few exceptions)

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	Course introduction, syllabus, theme, expectations
2	8/25 – 8/27	What it means to be a writer Audience, tone, rhetorical triangle, 5 r's, Common errors

Week	Date	Topics, Readings, Assignments, Deadlines
		Grammar basics review RWH, pp. 117 - 139 *e-mail to professor assigned *post about grammar DUE
3	9/1 – 9/3	Active reading, RWH, pp. 3-15 Rhetorical elements “From Jamaica to Minnesota to Myself,” James, CR *e-mail DUE *RWH, Exercise 1.1 (two samples) DUE *quiz “Jamaica” DUE Narration Brainstorming “My Daughter and God,” Cronin, CR *essay #1 assigned *reader response Cronin DUE
4	9/8 – 9/10	Outlining "The Rosary," Chee, CR “Vision,” Briere, CR *Rosary and Vision quiz Workshop essay #1 *Essay #1 workshop write-up DUE
5	9/15 – 9/17	Effective Sentences, RWH, pp. 77 – 88 Purdue OWL exercises *essay #1 DUE Poetry Description "The Fish," Bishop, CR “Occidentalism,” Mao, CR *extra credit opp
6	9/22 – 9/24	Timed writing, essay #2 Individual strategies/student check-in
7	9/29 – 10/1	Strong paragraphs Revision, RWH 25 - 28 Revision plan *Revision essay (#3) assigned Review essay components, RWH, pp. 32 - 60

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/6 – 10/8	Rhetorical Analysis “Creeping Through My Hometown,” Flake, CR *quiz
9	10/13 – 10/15	Timed essay #4 *Revision essay #3 DUE
10	10/20 – 10/22	Multi-modal projects Annotated bibliographies Visual rhetoric *Multi-modal project assigned Research, RWH, pp. 183 - 198 “How Millenials Can Get Unstuck and Find Their Niche,” Lutz, CR
11	10/27 – 10/29	Multi-modal check-in: topic, organization, research cont. Multi-modal workshop *Feedback DUE
12	11/3 – 11/5	MM projects/presentations *all elements of project DUE TWO ZOOM SESSIONS THIS WEEK
13	11/10 – 11/12	Intro to argumentation Topic discussion "Letter from a Birmingham Jail," MLK, Jr (excerpt) CR *Essay #5 assigned “Introduction,” (excerpt) Gaude, Jr. CR *Reader response
14	11/17 – 11/19	Critical thinking Tone, wc, audience “It’s Time to Break Up, etc.” Warren, CR More research/writing, RWH, pp. 199 – 228 *quiz
15	11/24 – 11/26	Workshop essay #5 *feedback DUE
16	12/1 – 12/3	Portfolios Class review and final essay assigned *Essay #5 DUE 12/1 and graded by 12/4 *Revision essay (#6) assigned 12/4

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam		TIME TBD *Portfolios and Essay #6 DUE

*Note: Assignments, but not due dates, are subject to change.