

**San José State University**

Humanities and Arts, Department of English and Comparative Literature

English 1A

*Current Conversations in Community*

Fall 2020

Instructor: Bryan Hoffer, M.A.

**Class Schedule:**

- English 1A-64 TuTh 9-10:15am
- English 1A-08 TuTh 12-1:15pm
- English 1A-53 TuTh 1:30-2:45pm

**Email:** bryan.hoffer@sjsu.edu

**Office Hours:** Digital Office Hour via Zoom Link, TuTh 3-4pm or by appointment

**Prerequisite:** Reflection on College Writing

**GE/SJSU Studies Category:** GE Area A2 Written Communication I

The theme of this course will be looking at the current voices of our community. From local to national to global, we will discover, analyze, and respond to what conversations are in focus for the speakers and their audiences of current events. Our role will ebb and flow between passive and active as we listen and respond to these conversations using our learned understandings of the multi-genre discipline of the academic English classroom. In an effort to understand the present, we will also incorporate notable moments of the past to see how they shape it.

**Description**

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

**GE Learning Outcomes (GELO)**

Upon successful completion of this 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

### **The Time You Will Spend on This Work**

In a 3-unit course like this one, faculty expect that students will spend **a minimum** of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes 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>.

### **Where You Can Go to Get Support as a Writer at SJSU**

Part of becoming a successful writer is learning how and when to seek the support you need.

**Please note:** While many of these office resources might be physically closed, they will still be available to you online. Please navigate the SJSU website to contact these resources.

- **SJSU Peer Connections**

Peer Connections offers 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. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

- **SJSU Writing Center**

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) 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.

### **Where to Access the Technology You Will Need to Do the Work of This Course**

You will need an electronic device that allows you to access the internet and Canvas, and to read the online texts. The University provides students access to technological resources at several locations on campus and can be contacted online:

- **Academic Success Center (Clark Hall).** Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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.
- **Media Services (Martin Luther King Library).** 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.

### **How to Contact a Reference Librarian**

English & Comparative Literature

Cabrera, Peggy

Phone: 408-808-2034

Email: [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In your section syllabus, your instructor outlines specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

### **Where You Can Find Information About University Policies**

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **Readings/Texts**

Required subscription for the duration of the course:

The New York Times Digital - Student Subscription

<https://www.nytimes.com/subscription/education?campaignId=6JQ7F>

Required Texts:

Lives on the Boundary by Mike Rose, **ISBN-10:** 0143035460

Recommended texts:

I will provide an online copy of selections via Canvas.

- The Curious Writer, Brief 4th Edition by Bruce Ballenger, ISBN-13: 978-0205876655

Other Materials:

- Various works that will be provided to you via digital scanned copies, or online links.

### **Courtesies and Expectations**

- Email: *Emailing structure below.*

From: inquiringmind@email.com  
To: isittimetogradealready@email.com  
Subject: [title], [class and section]

Dear/Hello/Good Morning/Afternoon/Evening \_\_\_\_\_,

Body: [Polite banter about the weather or observational humor, followed by an insightful, well thought out question.]

Thank you/Best/Sincerely,

\_\_\_\_\_  
Name  
(Contact: email)

- Office Appointments: *Come see me during office hours (see top), or kindly request another appointment time using the email structure (above). I want to help you. Please ask questions. Come to me **before** you are struggling and confused.*
- Readings/Homework Assignments: *Everything will be completed before the date on the schedule. This is very important as we will be discussing it during class time.*
- Late Policy: *I am always glad to help you plan and organize your time. All out of class assignments will be due by the start of the class. All in class assignments will be due by the end of class. Formal Out-of-Class late papers will be docked points per. day. No Informal writing assignments will be accepted late.*
- Attendance: *Come on time and be prepared to learn. I expect you to participate in class discussions and ask questions if something is not clear. Doing the work is not enough. In terms of learning, the material and active class participation makes the class more enjoyable. Because of this, attendance is very important, since missed class time is a missed opportunity to learn and have issues resolved. Please bring all of your texts to the class discussions.*
- Absences: *If you will miss class for a university sanctioned reason, e.g. a religious holiday, please let me know **ahead** of time using the proper protocol. If you are sick, you will need to make sure that your assignments will be submitted as normal.*

### **Synchronous and Asynchronous Coursework**

Our course will be predominantly synchronous, meaning that a majority of the time we will meet to have a class together online during the listed course time at the top of the syllabus. Should there be a specified project or assignment set that replaces our normal synchronous meeting, this will be noted on our Canvas page and our normal meeting will be replaced with an asynchronous agenda.

## Writing Assignments

### Informal Assignments:

Informal assignments will consist of classwork and homework assignments that will be completed individually or in groups depending on the assignment. They will be submitted via Canvas

Please note that no late work will be accepted on the informal writing assignments once the assignment locks. That being said, I am always glad to talk to you regarding your circumstances, before assignments are due, so that we can discuss my recommended plan of action.

These assignments (ranging from Canvas discussion posts, assignment files, to other interactions detailed on our online hub) will typically be worth 5-20 pts. Assignments worth fewer points (5), will be based on credit/no credit for completion of the assignment. Assignments with larger point values (10-20) will be graded and evaluated for a specific point value.

### Formal Assignments:

Formal Writing Assignments, which are essays and major projects, must be submitted online via Canvas. If I suspect plagiarism, I will manually input it into Turnitin.com. Feel free to check for plagiarism on your own using the Turnitin.com tool before submitting your work.

Standard MLA/APA Formatting for all papers:

<https://owl.english.purdue.edu/owl/resource/747/13/>

Formal Assignment Genres for the Academic Year:

|  |
|--|
| Open Letter - With Audio and Rhetorical Analysis (Multi-Modal Project) |
| Op-ed/Blog   |
| Profile  |
| Critical Essay   |
| Reflection Portfolio   |

Late papers will be docked 10% per day

Please note that grading and other policies are approached holistically and reflective of the department's philosophy and goals. You can refer to details noted here:

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

From SJSU:

Grading: 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.

The formal, major writing assignments will be graded holistically. These program policies will be incorporated and tailored with consideration of each assignment's goals and objectives as well as how it helps the reader to achieve their purpose and understanding. It will additionally evaluate how well the writer is able to present writing that has been integrated with consideration to the relevant readings.

### Grading for the academic year

**Total ~2000 pts possible:**

| Assignment   | Points | Approximate Final Draft Word Count (Not Including Drafts) | Short-Term (timed)/ Long-Term | GELOs for          |
|--|--------|---|-------------------------------|--------------------|
| Critical Reading and Reflection 1 - Open Letter With Audio and Rhetorical Analysis | 100    | 750   | Short-Term                    | GELO 1, 2, 3, 4, 5 |
| Blog/Op-ed   | 250    | 1200  | Long-Term                     | GELO 1, 2, 3 4,, 5 |
| Critical Reading and Reflection 2  | 200    | 1000  | Short-Term                    | GELO 1, 2, 3, 4, 5 |

|   |                        |             |            |                    |
|---|------------------------|-------------|------------|--------------------|
| - Profile   |                        |             |            |                    |
| Critical Reading and Reflection 3 - Critical Topic  | 200                    | 750         | Short-Term | GELO 1, 2, 3, 4, 5 |
| Profile and Critical Essay                          | 500                    | 2250        | Long-Term  | GELO 1, 2, 3, 4, 5 |
| Self-Reflection/Final Portfolio                     | 400                    | 750         | Long-Term  | GELO 1, 2, 3, 4, 5 |
| General Assignments - Homework and Classwork (~40x) | ~350 (~20pts per week) | Unspecified | N/A        | GELO 1, 2, 3, 4, 5 |

Total: ~2000 points

*Move the decimal place once to calculate your percent, whole numbers, no rounding.*

Traditional Scale by %: 93--100=A, 90--92=A--, 87--89=B+, 83--86=B, 80--82=B--, 77--79=C+, 70--76=C, 67--69 = D+, 63--66 = D, 60--62 = D--, below 60 = F

### **Academic Integrity**

Plagiarism is never acceptable. Never copy your own work, or someone else's. Citations and proper notation are very important in the academic world. All protocol on plagiarism and academic integrity can be referred to in your student handbook. Plagiarism can result in your expulsion from the class and/or the school.

### **Important Dates:**

<https://www.sjsu.edu/registrar/calendar/Fall-2020.php>

### **Tentative Schedule**

*Please note that this schedule is subject to shift with the ebb and flow of the class. Please check our Canvas course for the most up to date information. Other articles will be added to the schedule via Canvas based on current events and discussion.*

### **Fall 2020**

### **Guiding Inquiry:**

**What are the conversations going on in my community? What role do I have in these conversations? How can I, in my role, effect change?**

| <p><b>Introduction</b></p> <p><b>Week (First date, Monday, of that week)</b></p> | <p><b>Holidays, Topics, Major Text Readings, and Major Assignments</b><br/><i>(See Canvas for exact dates.)</i></p>  |
|--|--|
| <p><b>Week 1 (8/17)</b></p>  | <p>Welcome Week: Syllabus and Introductions</p>  |
| <p><b>Week 2 (8/24)</b></p>  | <p>Reading and Writing Genre Focus: Open Letter With Audio Reading</p>   |
| <p><b>Week 3 (8/31)</b></p>  | <p>Reading and Writing Genre Focus: Open Letter With Audio Reading</p>   |
| <p><b>Week 4 (9/7)</b></p>   | <p>Labor Day Holiday, No Classes (9/7)</p> <p>Reading and Writing Genre Focus: Open Letter With Audio Reading</p> <p><i>Lives on the Boundary: Preface and Ch. 1</i></p> |
| <p><b>Week 5 (9/14)</b></p>  | <p>Reading and Writing Genre Focus: Op-ed</p> <p><i>Lives on the Boundary: Preface and Ch. 2</i></p>   |
| <p><b>Week 6 (9/21)</b></p>  | <p>Reading and Writing Genre Focus: Op-ed</p> <p><i>Lives on the Boundary: Preface and Ch. 3</i></p>   |
| <p><b>Week 7 (9/28)</b></p>  | <p>Reading and Writing Genre Focus: Op-ed</p> <p><i>Lives on the Boundary: Preface and Ch. 4</i></p>   |
| <p><b>Week 8 (10/5)</b></p>  | <p>Reading and Writing Genre Focus: Op-ed</p> <p><i>Lives on the Boundary: Preface and Ch. 5</i></p>   |
| <p><b>Week 9 (10/12)</b></p>   | <p>Reading and Writing Genre Focus: CRR3 - Critical Theme</p> <p><i>Lives on the Boundary: Preface and Ch. 6</i></p>   |

|                        |  |
|------------------------|--|
| <b>Week 10 (10/19)</b> | Reading and Writing Genre Focus: CRR3 - Critical Theme<br><br><i>Lives on the Boundary</i> : Preface and Ch. 7 |
| <b>Week 11 (10/26)</b> | Reading and Writing Genre Focus: CRR2 -Profile<br><br><i>Lives on the Boundary</i> : Preface and Ch. 8         |
| <b>Week 12 (11/2)</b>  | Reading and Writing Genre Focus: CRR2 - Profile  |
| <b>Week 13 (11/9)</b>  | Veterans Day Holiday, No Classes (11/11)<br><br>Reading and Writing Genre Focus: Critical Essay and Profile    |
| <b>Week 14 (11/16)</b> | Reading and Writing Genre Focus: Critical Essay and Profile  |
| <b>Week 15 (11/23)</b> | Thanksgiving Holiday, No Classes (11/26-27)<br><br>Reading and Writing Genre Focus: Critical Essay and Profile |
| <b>Week 16 (11/30)</b> | <b>Major Assignment:</b> Prepare Portfolio and Complete Reflections  |
| <b>Week 17 (12/7)</b>  | <b>No Classes (12/8)</b><br><b>Major Assignment:</b> Portfolio Due<br>Finals                                   |
| <b>Week 18 (12/14)</b> | Finals   |

