

**San José State University**  
**Department of English and Comparative Literature**  
**Course Number 42109, ENGL 1A, Section 28, Fall, 2020**

**Course and Contact Information**

Instructor(s):	Amanda Emanuel Smith, Ph.D.
Office Location:	Office hours will be held through Zoom
Telephone:	N/A
Email:	amanda.smith@sjsu.edu
Office Hours:	Wednesdays 12:00-1:00 pm PTS and by appointment
Class Days/Time:	T/TH 1:30-2:45
Classroom:	This online course will be conducted virtually through Zoom and Canvas
Prerequisites:	Reflection on College Writing (Directed Self-Placement)
GE/SJSU Studies Category:	GE Area A2 Written Communication I

**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.

**Section Specific Course Description**

We are at a pivotal moment in this country's history. Over the past several months, we have seen, and perhaps even participated in, the now ubiquitous political movements demanding institutional change to protect black, lgbtq+, and women's rights, scientific authority, and the welfare of immigrants and asylum seekers. In a country that promises the realization of an ideal, of the so-called American dream, we have seen that equality is illusory.

This period of political unrest coincides with a global health crisis. The pandemic that has necessitated countless facets of our lives to be moved online and digitized has also made the socioeconomic disparities between people of different backgrounds more pronounced and therefore more difficult to disregard. Recent scholarship suggests that this digital shift has disproportionately affected underprivileged groups, including those for which many are now so ardently advocating.

In this course, we will explore the cultural myths of gender and racial equality in the US. We will conclude the semester by looking into the myth of technology and progress, deciphering whether technology, including that used for this course, can actually help bridge the opportunity gap in this country. For each myth, we will complete a number of short readings and reading responses and engage in targeted synchronous discussions. Each myth will correspond to a written assignment in a different genre and register. The work we will do over

the coming months will be difficult but important; I look forward to reading your contributions to this timely discourse.

## Course Format

### Technology Intensive, Hybrid, and Online Courses

This is an online course. As such, you will need a laptop or tablet to access Canvas and Zoom. You will also need a stable Internet connection to participate in synchronous discussions and to submit your assignments.

## GE Learning Outcomes (GELO)

Upon successful completion of the course, you will be able to

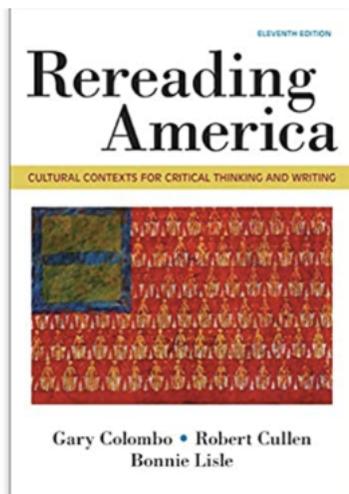
- (1) read actively and rhetorically;
- (2) perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- (3) articulate an awareness of and write according to the rhetorical features of texts, such as 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.

## Required Texts/Readings

### Textbook

For this class you will need to rent or buy:

*Rereading America: Cultural Contexts for Cultural Thinking and Writing*. Eleventh Edition. Eds. Gary Colombo, Robert Cullen and Bonnie Lisle.



ISBN-13: 978-1319056360

ISBN-10: 1319056369

NOTE: We will be reading texts that can only be found in the eleventh edition of this anthology; please make sure you have the correct edition of the textbook.

## Other Readings

Any additional readings will be posted in Canvas.

## Course Requirements and Assignments

For this course, you will write a total of three section-specific essays and one general portfolio reflection. You will also complete a number of shorter reading and writing exercises to prepare you for different writing situations.

**TABLE 1**

Assignment	Assignment Type	GE Learning Objective	Point Value
Essay 1: Informative (Gender)	Out of class writing	GELO 1,2	50
Essay 2: Personal (Race)	Out of class writing	GELO 1,2,3,5	75
Essay 3: Critical (Technology)	Out of class writing	GELO 1,2,3,4,5	75
Essay 4: Reflective	Timed writing	GELO 3,5	50
Workshops (2)	Synchronous (Zoom)	GELO 2	20 (10/each)
Reading Responses (11)	Asynchronous (Canvas)	GELO 1,4	110 (10/each)
Module Activities (15)	Asynchronous (Canvas)	GELO 1,2,3,4,5	75 (5/each)
Participation	Synchronous (Zoom)		50
			<b>TOTAL: 500</b>

NOTE: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus

## Final Examination or Evaluation

In lieu of a traditional final exam, each of the two semesters will culminate in a self-reflection essay (Essay 4) in which you will look back on - and make a claim about - the progress you have made toward achieving our GE Learning Objectives.

## Grading Information

For each major writing assignment (Essay 1-4) you will be given a grading rubric that speaks to the features of the genre in which you are writing. Because you will not only be writing critical or academic essays in this class, each rubric will ask you to demonstrate specific skills that speak to the specific rhetorical situation in which you are composing. The 15 short Canvas modules assigned each week will be graded for completion. To receive full credit for the modules, you must complete all activities and discussions in accordance with the instructions provided.

- 10% of your overall grade will be based on participation. You are now a member of a writing community and as such your 'live engagement' is not merely wanted but imperative. Your voice matters. This means you must prioritize the synchronous Zoom sessions as if they were on-campus classes. That said, we will undoubtedly all face new challenges in this new digital environment, so let us all agree to stay engaged and

keep each other informed when issues arise. We can discuss best practices for contingencies during our first couple weeks.

### Determination of Grades

- Grades will be determined based on a 500-point system (see Table 1 above).
- There will not be opportunities for extra credit in this course, but I will support you throughout the semester to help ensure your success.
- You may turn in one major writing assignment (Essay) two days late without penalty. Other late major assignments may be submitted at a percentage loss of 10%/day. Module activities and discussions may not be made up or turned in late.
- **PLEA:** Sometimes things happen that are beyond our control. If you fall behind due to unforeseen circumstances, you may use a plea to renegotiate the terms for receiving a passing grade. If an agreement is met, it will be possible to make up assignments for which you are no longer ‘technically’ eligible to receive credit.

### Grading Scale:

Percentage	Points	Grade
93-100	465-500	A
90-92	450-464	A-
87-89	435-449	B+
83-86	415-434	B
80-82	400-414	B-
77-79	385-399	C+
73-76	365-384	C
70-72	350-364	C-
67-69	335-349	D+
63-66	315-334	D
60-62	300-314	D-

**NOTE:**

This course must be passed with a C- or better as a CSU graduation requirement.

**University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### Classroom Protocol

*To be determined collaboratively after first two weeks of the semester.*

# Course Schedule: ENGL 1A, Section 28, Fall, 2020

*Any revisions to this course schedule will be posted in Canvas.*

## Course Schedule

**Schedule Key:** **Asynchronous** indicates the work you will complete outside of class to prepare for the following week's Zoom sessions. The activities and instructions for asynchronous work can be found in Canvas modules; you will work through one module for each week of the semester. **Synchronous** means live Zoom sessions. We will meet synchronously twice weekly (T/TH) to discuss readings and key concepts and to support each other through the writing process. **RR** is a reading response. When **RR** appears on the course schedule under "synchronous," you should arrive to Zoom prepared to discuss your reading response from the previous week's module.

### WEEK 1:

#### Asynchronous:

Complete "Week 1: Course introduction" module in Canvas before Tuesday, 8/25

#### Synchronous:

TH 8/20: Course Introduction

### WEEK 2:

#### Asynchronous:

Complete "Week 2: Thinking Rhetorically" module in Canvas before Tuesday, 9/1

#### Synchronous:

T 8/25: Walk through "Week 2: Thinking rhetorically" module together.

TH 8/25: Break-out sessions: **RR** "How to do Gender"

### WEEK 3:

#### Asynchronous:

Complete "Week 3: Rhetorical Situations" module in Canvas before Tuesday, 9/8

#### Synchronous:

T 9/1: Introduce Prompt 1

TH 9/3: Break-out sessions: **RR** "Guys Club"

### WEEK 4:

#### Asynchronous:

Complete "Week 4: Conventions of Genre" module in Canvas before Tuesday, 9/15

#### Synchronous:

T 9/8: Go over purpose, audience and genre and dissect rhetorical situation in Prompt 1

TH 9/10: Break-out sessions: **RR** "The Gender Knot"

### WEEK 5:

#### Asynchronous:

Complete “Week 5: Organizing Ideas” module in Canvas before Tuesday, 9/22

**Synchronous:**

T 9/15: Break-out/whole class sessions: Brainstorm: What is a cultural myth? The myth of gender?

TH 9/17: Break-out sessions: RR “The Longest War”

## **WEEK 6:**

**Asynchronous:**

Complete “Week 6: Personal Essay” module in Canvas before Tuesday, 9/29

**Submit Essay 1 by Tuesday, 9/22, at 11:59 pm**

**Synchronous:**

T 9/22: Introduce Prompt 2

TH 9/24: Break-out sessions: RR “The Case for Reparations”

## **WEEK 7:**

**Asynchronous:**

Complete “Week 7: “Eliminating Wordiness” module in Canvas before Tuesday, 10/6

**Synchronous:**

T 9/29: Sample personal essay: features of the form

TH 10/1: Break-out sessions: RR “Gentrification”

## **WEEK 8:**

**Asynchronous:**

Complete “Week 8: Concrete Language” module in Canvas **and** Essay 2 draft before Tuesday, 10/13

**Synchronous:**

T 10/6: Exercise: concise writing - eliminating filler words and nominalization

TH 10/8: Break-out sessions: RR *Muslim Girl*

## **WEEK 9:**

**Asynchronous:**

Complete “Week 9: Revision” module in Canvas before Tuesday 10/20

**Synchronous:**

T 10/13: **WORKSHOP:** Essay 2 draft

TH 10/15: Break-out sessions: RR “How Immigrants Become ‘Other’”

## **WEEK 10:**

**Asynchronous:**

Complete “Week 10: Critical Essay” module in Canvas by Tuesday, 10/27

**Submit Essay 2 by Thursday, 10/22, 11:59 pm**

**Synchronous:**

T 10/20: Introduce Prompt 3

TH 10/22: Break-out sessions: RR “Twitter and White Supremacy”

## **WEEK 11:**

**Asynchronous:**

Complete “Week 11: (Working) Thesis Statements” module in Canvas by Tuesday, 11/3

**Synchronous:**

T 10/27: Discussion: Understanding prompt and positioning yourself within discourse

TH 10/29: Break-out sessions: RR “Has the Smartphone Destroyed a Generation?”

**WEEK 12:**

**Asynchronous:**

Complete “Week 12: Paragraph Development” module in Canvas by Tuesday, 11/10

**Synchronous:**

T 11/3: Review thesis statements and start considering sub-themes

TH 11/5: Break-out sessions: RR “Let’s Get Lost”

**WEEK 13:**

**Asynchronous:**

Complete “Week 13: Embedding Quotations” module in Canvas by Tuesday, 11/17

**Synchronous:**

T 11/10: Work through visual maps

TH 11/12: **WORKSHOP:** Essay 3 draft

**WEEK 14:**

**Asynchronous:**

Complete “Week 14: Proofreading for Clarity and Coherence” module in Canvas by Tuesday, 11/24

**Synchronous:**

T 11/17: Break-out sessions: activity on embedding and analyzing quotations

TH 11/19: Taking inventory: importance of reflection

**WEEK 15:**

**Asynchronous:**

Complete “Week 15: Self-Reflection” module in Canvas by Tuesday, 12/1

**Submit Essay 3 by Tuesday, 11/24, 11:59 pm**

**Synchronous:**

T 11/24: Set up ePortfolios in Canvas Portfolium

**WEEK 16:**

**Asynchronous:**

N/A

**Synchronous:**

T 12/1: In-class Essay #4

TH 12/3: Submit ePortfolios and complete exit survey