San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Sections 43, 44 & 88, Fall 2020

Instructor:	Dr. Yuching (Jill) Yang
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Office Hours:	Wednesdays 1-4 pm and by appointment
Class Days/Time/Room:	#43 TuTh 10:30 am -11:45 am (Online)
	#44 TuTh 1:30-2:45 pm (Online)
	#88 TuTh 12:00-1:15 pm (Online)
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

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 General English 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.

Course-specific Theme:

Digital writing and social changes

Technology-infused activities and literacy development are nowadays considered not as a choice but requirements for almost every aspect of our daily interaction. Digital literacy is considered as a set of competence to gain full participation in a knowledge society and make further contribution. In this writing course, we will explore more how technology and literacy affect our locating, consuming and creating new information. Moreover, these communication and interaction with other people would become the forces for social changes. One way of understanding the relationship between arguments and actions is through understanding how rhetorical strategies are employed in different types of arguments. You will analyze the effectiveness of different rhetorical appeals, by evaluating the purposes, target audiences, contexts, as well as discuss the potential impact on the movement of social changes in different contexts and cultural products.

Course Learning Outcomes (CLO)
1. develop sophisticated audience- and situation-sensitive reading and writing *strategies*
2. use these strategies to make convincing, appropriate *arguments* to the particular audience in formal and informal settings
3. identify and evaluate key *rhetorical strategies*, with an emphasis on *ethos*, *logos*, *pathos*, and *kairos*
4. explore the complexity of an issue by seeking *multiple perspectives*
5. engage in a variety of *research methods* to study and explore the topics— may include both primary research (such as fieldwork and observation) and secondary research (such as library and Internet research)
6. use a variety of organizational strategies (for example, organizing main ideas chronologically, sequentially, deductively, and inductively)

Required Readings

- *Everything's an Argument with Readings. 8th Ed.* Lunsford, A. A., Ruszkiewicz, J. J., & Walters, K. (2019). ISBN-10: 1319056261, ISBN-13: 978-1319056261
- Students will be asked to research other texts and materials on the theme of identity and cultural myths that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

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 (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed

arguments about complex issues. Writing assignments will give you repeated practice in prewriting, drafting, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Assignments include in- class writing as well as out of class revisions.

Reading: In addition to being writing intensive, English 1A is also a reading course. You will read a variety of literary, rhetorical, and professional works of the human intellect and imagination. Secondary materials will be read to help situate the historical and cultural contexts in which the primary texts were created. All the readings serve as useful models of writing for academic, general, and specific audiences. The readings represent diverse voices, genres—from personal narratives to speeches, from arguments to humorous essays.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio- economic, political); and evaluating your own understanding of ideas by identifying your own interpretive lens.

Research: We will include a library orientation conducted by a trained librarian to introduce the library and basic research strategies that you will need to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

Oral Communication: You will share your ideas or opinions orally to class in group discussion, student-teacher conferences and PowerPoint presentation of the proposal project.

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.

1. **Attendance**

Students should attend all online meetings, if scheduled, of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. If you have any specific reasons for not being able to attend online meetings or complete the tasks online, you should report to me upon your return to inquire about making up the work. You who know in advance that they will miss one or more classes should inform me about your plans.

2. **Writing Projects (WPs)*3**

There will be three writing projects in this course—rhetorical analysis, proposal and critical evaluation. For each project, you need to produce a rough draft, a revised draft and a final product based on my and your peers' feedback. More detailed instruction will be given at the beginning of the writing project. You will also be required to complete a reflection essay (e.g. self-assessment) in class on the due day of your writing project submission. Note that if you do not submit your writing projects by the assignment deadline, you will lose **10% by class days** from your final writing project grade.

3. **Rhetorical Analysis (RA)*5**

After learning different rhetorical appeals, or strategies, you should learn how to use them to analyze the readings, either textual or visual products. For a rhetorical analysis, please do the following:

1. Find an article on a topic that interests you or relevant to the project.
2. Download the article or save in a word file and insert "comments" to record your analyses.
3. In the margins, track the rhetorical moves that the author is making. You might consider some of the following questions for these marginalia:
    ○ What is the main argument?
    ○ Who is the target audience?
    ○ What is the context?
    ○ What is the author doing (the purposes) to you as the reader?
    ○ How does the piece begin? Why?
    ○ What does the middle of the piece contain? Why?
    ○ How does the piece end? Why?
    ○ Do you see the use of ethos, pathos, and/or logos? How so?
    ○ What other rhetorical techniques are used (e.g., rhetorical questions, allusions, repetition, analogy, etc.)?
    ○ How effective do you think this work is, for what reason?
4. In each RA, provide at least **10** analyses by answering any of the questions listed above or your own thoughts on the rhetorical strategies, the ones being used or the ones missing, which affect the persuasiveness of the article.

4. **Reading Journals (RJ) *12**

Each time you are assigned reading from our textbook or online materials, please complete a journal entry and post them in Canvas. You can choose to respond to one or all the chapters assigned. Your thoughts and questions help us to orient our discussion and follow-up assistance and adjustment of teaching schedules.

1) Each journal should be posted to "Discussion" board in Canvas, 150-200 words each.
2) For each reading, be sure to "ask questions" and do 2-3 of the following:
    ✔ Summarize the key concepts in the chapter
    ✔ Connect concepts to other learning, personal experiences, or your observations
    ✔ Stop and clarify unfamiliar language/examples through some research of your own

✔ Evaluate what you have read
✔ Ask questions (required)

5. **Participation, Written Peer Response/Review (for all three projects)**

You will be required to respond to your peers' drafts at least three times during the semester. And at the same time, your drafts will be given feedback by your peers. I will give you a peer response form for each assignment. The peer response session will take place in class, and that means you need to have your draft of each assignment done **BEFORE** the day the peer response takes place. <u>If you do not have a draft prepared on the day a peer review workshop takes place, you will lose your grade on the peer response.</u> We will practice and evaluate peer review techniques periodically, and you will be given instructor feedback to help you become an effective peer reader.

6. **Portfolio**

KEEP ALL OF YOUR WRITING for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, reader responses, peer response comments, self-assessment pieces and in-class entries. At the end of the semester, you will review all your work to analyze and evaluate your progress to complete a 500-600 word reflection essay, in which you argue how the work you've done help achieve the learning goals (GELO), and include all the work you reference in the appendix. Keep backup copies of your work on the thumb drive or cloud required for the course—and/or a secure server.

Assignment Word Count and Learning Goals

Assignment	Word Count	GELO	Grade Value
Participation (drafts, in-class discussion, peer-review workshops and peer feedback, etc.)	500	GELOs 1, 2	15%
Reading Journals *12	2000	GELOs 1, 2, 3	10%
Rhetorical Analysis *5	1000	GELOs 1, 2, 3	10%
Writing Project #1 rhetorical analysis	2000	GELOs 1, 2, 3	20%
Writing Project #2 proposal	2000	GELOs 1, 2, 3	20%
Group presentation of WP#2	500	GELOs 1, 2, 4	5%
Writing Project #3 evaluation	2000	GELOs 1, 2, 3	15%
Final exam: reflection essay	500	GELOs 2, 3	5%
Totals			100%

Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken

down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, reading responses, and exams are graded on a traditional A-F scale. All assignments and exams are graded on a traditional A-F scale. 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.

English 1A Grading: A – F

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B= above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Point Grade Scale

A 93% and above	B- 80%-82.9%	D+ 67%-69.9%
A- 90%-92.9%	C+ 77%-79.9%	D 63%-66.9%
B+ 87%--89.9%	C 73%-76.9%	D- 60%-62.9%
B 83%-86.9%	C- 70%-72.9%	F Below 60%

Classroom Protocol

Attendance

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 ensure maximum benefit for all members of the class."

Because so much of the learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time. However, if an emergencyarises that prevents you from meeting the deadlines on major assignments, you must contact me before the deadline to establish a new due date at my discretion. All late work has a penalty of 10% per day late. Only health issues and illness with documented proof are considered for extensions without late penalty.

To receive full participation credit for live sessions, you must be signed in at the beginning of class in Zoom chat with your name and greeting to the class and you must have a video on during all-class sessions. All sessions will be recorded for record keeping. Please, refrain from eating or engaging in unrelated-to-class activities during live meetings just as you would do in a traditional classroom. It can help create a learning community and focus on doing work. If you have back to back courses, please use the break time for stepping away from the screen.

Your participation will be scored based on your contribution to the learning that we do together as a class weekly in our discussions and group work. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade and you will be missing on important feedback and interaction with peers.

Cell Phones

Make sure you are not distracted by information not relevant to class on your phone.

Leaving the Class Meetings

Once class has started, please do not go in and out of a meeting unless you have lapses in internet connection. Please, think of the space and time in advance and let people around you know when you are going to be in meetings. If zoom does not start on time, wait for at least 15 minutes and watch for Canvas or email messages and contact other classmates to confirm if the session may have been cancelled. Instructors may have tech difficulties too, so do not assume immediately that the meeting is not going to take place. Same goes for the abrupt and unannounced ending of the live meeting. Most likely, it is due to tech difficulties and you should wait for reconnection or announcement from the instructor about how to proceed further.

Late Work

Late submissions are accepted with a 10% penalty per day late (automatic in Canvas). All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

Extra Credit

Though there is no specific extra credit for this course, some assignments such as refresher writing practice quizzes, discussion posts, and peer-reviews are built into the course to reward consistent participation and engagement in ways similar to extra credit.

Participation Work
You are expected to participate cooperatively, constructively, and to the best of your ability in all classes and conference activities (see more details next page). Participation work includes oral and written responses to readings and other course material, in class writing, group work, drafts, revision work, and anything else we do in the course of the writing process for each project.

I will not accept make-up work for participation work that is required to be done in class, so you need to attend regularly to keep work and grades up-to-date. Homework is due **at the beginning** of class. Late or incomplete work will be accepted for a **10**% reduction of points per day **late**. Any such **work** that is five or more days **late** will receive a mark of 0.

Participation activities will equal 15% of the course grade. It all adds up, so make every effort to come to class and keep up with assignments. Furthermore, be aware that **absence is not an excuse for not being prepared for class. If you are absent, call/email a classmate and find out what the assignment for the next class is--and come to class prepared.**

Online Classroom Environment
Please silence your cell phones and mute your microphone if you are not speaking during class time. We should all give the class and each other our full attention for the duration of the session. Here are a few tips on attending zoom meetings:

1. **Mute your microphone:**
   To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
2. **Be mindful of background noise:**
   When your microphone is not muted, avoid activities that could create additional noise, such as shuffling papers.
3. **Position your camera properly**
   If you choose to use a web camera, be sure it is in a stable position and focused at eye

level, if possible. Doing so helps create a more direct sense of engagement with other participants.

4. **Limit distractions**
You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and muting your smartphone.

5. **Avoid multitasking**
You'll retain the discussion better if you refrain from replying to emails or text messages during the meeting and wait to work on that PowerPoint presentation until after the meeting ends.

6. **Prepare materials in advance**
If you will be sharing content during the meeting, make sure you have the files and/or links ready to go before the meeting begins.

(See more tips at https://www.technology.pitt.edu/blog/zoom-tips)

Please also note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.

Conferences

During the course of the semester, we will have both individual and group conferences. For individual conferences, at least once, I will require you to meet me online to discuss your papers. Group conferences will take place in zoom meetings in class. More details about the group conferences will be announced when you work on your writing projects. However, I am in my virtual office to help you during the hours listed on the front of this document—please don't be afraid to stop by during any stage of the writing process to talk about your papers! You also can contact me by email.

University Policies

The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: http://www.sjsu.edu/gup/syllabusinfo/index.html.

Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to "Announcement" in Canvas. Unless specified otherwise, readings are from *Everything's an Argument with Readings*. Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

RJ: Reading Journal
RA: Rhetorical Analysis
EA: *Everything's an Argument*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 8/20	Topics: Course overview and Canvas orientation; Home page Assignments: ● Complete reading "Home page" and "What to do next" ● Complete "self-introduction" in "Discussion"
2	T 8/25	Topics: Review and discuss syllabus and course goals/objectives; Benchmark writing in class Assignments: ● RJ#1: Ch. 1 Understanding arguments and reading critically
2	Th 8/27	Topics: Intro to WP#1 (assignment sheet can be found on Canvas) Assignments: ● RJ#2: Ch 2. Pathos, Ch. 3 Ethos, Ch. 4 Logos in "Discussion"

3	T 9/1	Topics: WP#1 cont'd; Analyze Argument Construction in Public Service Announcements and Commercials; In-Class Practice Rhetorical Analysis (A) Assignments: ● RJ#3: Ch. 6 Rhetorical Analysis in "Discussion"
3	Th 9/3	Topics: Brainstorming topics for WP#1 (Writing a range of polling questions and doing a quick google survey of the whole class). Assignments: ● RJ #4: Ch. 14 Visual Rhetoric and Ch. 16 Multimedia Arguments ● Rhetorical Analysis (RA#1): Choose one article from *EA* Ch 25 How Does Language Influence Our World?
4	T 9/8	Topics: Sketch out a Fallacious Advertisement; Exchange and Identify Problems; In-Class Practice Rhetorical Analysis (B) Assignments: ● Upload a Public Service Announcement or Advertisement (texts + images) for WP#1 to "Discussion"
4	Th 9/10	Topics: Documenting Sources; Collaborative Planning of Analysis; Analysis Drafting Assignments: ● RJ#5: Ch. 5 Fallacies of Argument ● WP#1 3-page Analysis with the Actual Announcement or Advertisement posted to "Discussion."
5	T 9/15	Topics: Analysis Highlighting; Analysis Peer Response Assignments: ● RA #2: an Article–flip sides article of your choice ● WP#1 Ideas for Creating Your Advertisement Poster (words + images) in "Discussion"

5	Th 9/17	Topics: Poster Peer Response; Justification Drafting Assignments: ● WP#1 Poster and Justification draft in "Discussion"
6	T 9/22	Topic: Justification Peer Response Assignments: ● Final WP#1 (3 sections with cover page) in "Assignments"
6	Th 9/24	Topics: WP#1 Reflection; Share Results of WP #1 with the class Assignments: ● RJ#6: Ch. 12 Proposals (pp. 272-306)
7	T 9/29	Topics: Intro to WP#2; genre analysis of proposal writing Assignments: ● RJ#7: Ch. 17 Academic Arguments
7	Th 10/1	Topics: Database Overview; Opposing Viewpoints Assignments: ● RJ#8: Ch. 19 Evaluating Sources & Ch. 20 Using Sources ● Post 2/+ Articles of opposing views from Database for Your Proposal
8	T 10/6	Topics: Establish your group norms, finalize the members and topics to ensure the following weeks of collaboration and communication. Assignments: ● RJ#9: Ch. 18 Finding Evidence ● WP#2 primary research design: 2/+ types of primary research for your proposal (results/findings due by 10/20)

8	Th 10/8	Goals:
		● Understand the purpose, designs and strategies of designing and conducting various types of primary research.
		
		Topics:
		● Intro to field research and primary studies;
		● Primary Research: Surveys, Observations, Photos, Artifact Collection
		
		Assignments:
		    ● RA#3: any article of your interest
		    ● **WP#2 Proposal Plan** (Problem, Potential Sources, Creative Solution, and Counter-Arg.)

9	T 10/13	Goal: ● Understand the strengths and rhetoric of primary research to enhance different types of arguments Topics: ● Review RJ#8 Ch 18 Finding evidence ● Discuss the strategies of designing primary research, and conducting research (20 mins) ● Interviewing Two Ways Activity (10 mins) ● Exit: revising plans Assignments: ● RJ#10: Ch. 13 Style in Arguments ● **RA#4: your opposing viewpoints sources**
9	Th 10/15	Goal: Understand the genre of proposal writing and search for varied sources for different sections or arguments Topics: ● [HO] rhetorical understanding of evidence ● Appendix writing tutorials Assignments: ● RJ#11: Ch. 7 Structuring Arguments ● WP#2: 2+ Primary Research **RESULTS (in appendix or in your writing)** included in your rough draft

10	T 10/20	Topics: ● Genre analysis of sample essays in *EA* ● Collaborative work on proposal structure ● Drafting workshop: Incorporating primary research: drafting your arguments, and synthesizing your findings Assignments: ● **Revised Draft of WP#2 with all 7 sections (link in Discussion)**
10	Th 10/22	Topics: Proposal Highlighting; Proposal Peer Response Assignments: ● RJ#12 Ch. 15 Presenting Arguments ● Continue revising WP#2 draft
11	T 10/27	Goal: Learn how to present arguments and proposal Topics: ● Presentation criteria and planning (Google doc) ● Sign-up for presentation (Google doc) ● Practice screens sharing function in Zoom ● Proposal Peer Responses (Canvas) Assignments: ● **Post to Canvas your 8-Minute group presentation**: include enough material/structure so we can give you useful feedback—intro., thesis, evidence, etc.), slides/link posted in "Discussion"
11	Th 10/29	Presentation I Assignments: ● Revising plans for your WP#2 essay
12	T 11/3	Presentation II ● Revising plans for your WP#2 essay

12	Th 11/5	**Topics:** • Presentation III • APA format workshop for incorporating and citing sources (student sample) **Assignments:** • Revising plans for your WP#2 essay • **WP#2 final draft (6 pages for individual work, 8 pages for group work)**
13	T 11/10	**Topics:** • WP #2 Reflection • Intro WP #3 Overview **Assignments:** • RJ #13: Ch. 10 Evaluations
13	Th 11/12	**Topics:** • Discuss Ch 10 Evaluation • Brainstorm Your Areas of Expertise • Collaborative Planning **Assignments:** • RA#5: "Is Google making us stupid"? • WP#3 1st draft (2 pgs. min.)
14	T 11/17	**Goal:** Learn how to use annotated bibliography to enhance your research and arguments in the writing **Topics:** • Annotated bibliography writing workshop • Developing Standards or Criteria **Assignments:** • WP#3 annotated bibliography (AB) with 4/+ references
14	Th 11/19	**Topics:** • Student sample discussion • Evaluation Peer Response **Assignments:**

		● WP#3 2nd draft (expanded 1st draft incorporating AB)
15	T 11/24	Topics: ● Optional student-teacher conferences Assignments: ● WP#3 final draft (4-5 pgs.) in "Assignments"
15	Th 11/26	**Thanksgiving (No class)**
16	T 12/1	**Portfolio workshop in class** ● Upload all the required documents except for reflection writing ● Start drafting the reflection writing
16	Th 12/3	Reflection writing and ePortfolio due in class
Final Exam		See official SJSU exam schedule online.