



“It has to start somewhere  
It has to start sometime  
What better place than here  
What better time than now?”  
-Rage Against the Machine

San José State University  
Humanities and Arts, Department of English and Comparative Literature

**English 1A, First-Year Writing, Section 76**

**Fall 2020**

Instructor: Amber Sylva

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Office Hours: Monday 9:00am-10:00am  
Thursday 12:00pm- 1:00pm **and** by appointment

Class Days/Time: Monday/Wednesday 4:30pm-5:45pm

Classroom: Online Zoom: 969 6542 9183 Password 348514  
<https://sjsu.zoom.us/j/96965429183?pwd=WGo3RDFlwQUdFUUVVGenZ0b1ZVaXlQdz09>

Prerequisites: Completion of Reflection on College Writing

GE/SJSU Studies Category: GE Area A2 Written Communication

### **Technology Intensive, Hybrid, and Online Courses**

You can find course materials such as syllabus, handouts, notes, and assignment instructions on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. Furthermore, there are both synchronous and asynchronous activities in the course, all conducted online through Canvas and Zoom. You will need access to stable WiFi and a computer to complete course assignments. There is no face to face learning space on campus for this course.

### **Course Description**

English 1A is an introductory writing course that will help you continue your exploration of your own writing processes, your goals as a writer, and the dynamics of written communication that animate the different kinds of writing you engage regularly and will learn to engage as you move through our university learning community. 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, purposes, and contexts. You will learn to communicate clearly and effectively; since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. The theme of this course is “Music;” therefore, our writings will focus on how music enhances our lives by illuminating our diversities and similarities to build a community that will enhance our lives and the lives around us.

### **GE Area A2 Course Description**

ENGL 1A fulfills the written communication general education requirement. Course in GE Area A2 cultivate an understanding of the written process and goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C- or better signifies the student is a capable college-level writer and reader of English.

### **GE Learning Outcomes (GELO)**

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of this course, students will be able to:

1. *read actively and rhetorically;*
2. perform the essential steps in the *writing process* (prewriting, writing, and rewriting) and demonstrate an awareness of said performance;
3. articulate an awareness of and write according to the *rhetorical feature* 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**

All required texts will be available for purchase in the SJSU bookstore.

*Can I use I?* By Catherine Prendergast ISBN: 978-0-986-14571-1

*The Working Writer* by Toby Fulwiler ISBN: 0-13-227896-0

## **Other Readings**

Any additional readings will be posted to the Canvas course site. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

## **Other technology requirements / equipment / material**

This course will be technology intensive with online assignments. You *must* have access to technologies which may include a laptop, smartphone, and/or tablet. Also, you will need Internet connection to participate in classroom activities and/or submit assignments. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

## **Library Liaison**

Peggy Cabrera, [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu), 408-808-2034, Dr. Martin Luther King Jr. Library

## **How is Our ENGL 1A Course Designed? I am glad you asked!**

**Diversity:** SJSU is a diverse campus. As such, our course is designed to include an emphasis on the diversity of our voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public debate. Moreover, because we are diverse, we are able to learn from other cultures and our own likes and dislikes through music. Our diversity will benefit our online classroom and the SJSU community.

Diversity is beautiful and accepted here. Sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such materials with **me**.

**Writing:** We are all writers in a writing class; therefore, we will explore the writing process together that will help our writing by prewriting, writing, and rewriting. Each writing assignment will allow us to prepare for both academic and real-world writing scenarios. Together, we will learn how to embrace writing moving forward.

**Reading:** Writing and reading go hand-in-hand. So, we will read a lot in this class, some of which will be hand-selected for you and some of which will be from sources you locate and find of interest.

**Final Experience:** We will be compiling a portfolio throughout the semester that consists of selected examples of your writing that you produce in our class. Every portfolio will include:

- All drafts (incl. prewriting materials): “Literacy Narrative”
- All drafts (incl. prewriting materials): “Critical Essay”
- Paragraph about why you chose English 1A
- All drafts (incl. prewriting materials): Major assignment from class
- All drafts (incl. prewriting materials): “Annotated Bibliography”
- Course Reflection Essay (Final Draft)

### **Course Assignments and Requirements**

English 1A Section 76 consists of thirty class meetings and six major assignments. Two of these assignments will be written essays exploring various aspects of genres. Each essay will begin with a brief (**no more** than 250 words) proposal that is to be turned in on the specified due date (please refer to our class syllabus). The proposal should briefly outline the subject of your essay and the rhetorical approach you intend to take. After I approve your proposal, you will need to prepare a rough draft of your essay and **upload your working draft onto Canvas (before class)** on our **workshop** days. The presentation assignment will consist of a multimodal (MM) project. You will use your “The Benefits/Downfalls of Music” and “Learning to Build Community Through Music” writing assignments to share your findings with our class. This presentation is to enhance our awareness of the diversity within our classroom community and our SJSU community. Furthermore, this assignment will give you a chance to use your rhetorical skills to help others understand the importance of kindness and acceptance. Each presentation is to be 12-15 minutes in length.

Not sure what a multimodal project is? We will go over multimodality in detail during class, and it will be posted in Canvas, too. But, in short, a multimodal project uses different modes of communication such as: written, oral, aural, digital, and visual.

The final assignment will be a reflective essay in which you will explain what you have learned over the course of the semester and how you have developed as a writer. The reflective essay will accompany a portfolio of your writing that will be compiled in-class during our last meeting. You must also submit your Annotated Bibliography along with your reflective essay. In-depth descriptions of each assignment will be gone over in class and will also be available under the “Assignments” tab in Canvas.

Please note that all essays adhere to proper MLA format. Essays must be double-spaced and typed in 12-point Times New Roman font. The student’s name, professor’s name, course number and section, and the due date must be located at the top left corner of the first page. Please see the *MLA Writing Example* and under the “Files” tab in Canvas for more information on how to properly format your essays.

## Procedures

All assignments are to be turned in electronically via Canvas by the beginning of class. Any assignments that are not turned in by class start time will be considered late. *In order to turn in your paper, you must be in class during the entire class session.* In other words, a classmate/friend/relative cannot turn in your paper for you, and you are not able to submit and leave. No Exceptions.

Communication is key. Please email me if you are having difficulties with meeting deadlines BEFORE the due date. Documentation will allow any assignment to be turned in without penalty. An example, you are sick and unable to turn in your first assignment, you must provide a doctor's note (clearing your absence) in order for the assignment to be accepted without penalty.

SJSU classes are designed such that in order to be successful, it is expected that students will 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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Grading Policy

All work must be submitted on time. Any unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **before the deadline**. All assignments must be turned in to pass the class, even though assignments turned in more that 5 days after the due date will earn a "0". **Please note:** Students must receive a C- or higher to pass the course.

Course grades will be calculated using the following scale:

97% - 100%= A+	94% - 96%= A	90% - 93%=A-
87% - 89% = B+	84% - 86%=B	80% - 83%=B-
77% - 79% = C+	74% - 76%=C	70% - 73%=C-

## Grade Calculations

Requirements for particular assignments will vary, but in all cases, grades will reflect the assignment's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. The following are the criteria by which essays are typically evaluated in writing courses:

- An "A" 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” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of the areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” essay will complete the requirements of the assignment, but it will show weakness in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” 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

<b>Assignment Calculations</b>	<b>Word Count</b>	<b>GELO Outcomes</b>	<b>Grade</b>
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In-class Diagnostic Essay	650+	2-4	0% (0 pts)
10 Discussion Boards	2100	2,3	10% (100 pts)
“The Benefits/Downfalls of Music” Essay (incl. process materials)	1500	1-5	10% (100 pts)
“Learning to Build Community Through Music” Essay (incl. process materials)	1500	1-5	15% (150 pts)
Annotated Bibliography	1000	2-4	15% (150 pts)
Portfolio Reflection Essay	1000	1-5	15% (150 pts)
Presentation, Write Up, and Reflection	750+	2-5	10% (100 pts)
Pop Quizzes	n/a	1-5	10% (100 pts)
Engagement/Participation (daily in-class assignments) (5 pts./day)	n/a	n/a	15% (150 pts)

## **Online Classroom Protocol**

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and **participate** in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments. If you are not in class, there is no way that you are able to participate. So, make sure that you are in attendance because I want to hear your opinions and thoughts about what we are learning. *Your voice matters.*

It is important for you to have a say in your learning environment. I am interested in your comments and concerns. Therefore, before we delve into the course content, we need clear expectations of our learning community, so you can be successful. What are some past classroom norms and/or policies you found productive, supportive, and positive? From these ideas we will create a policy together for our class.

Anticipate how conflicts could arise and let's have a discussion together to create policies that would work for all of us. Since we need to be a community, work hard to integrate the perspectives of yourself, your peers, and me as your instructor. After we co-create the policies as a class, we'll revise the protocol.

## **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 at <http://www.sjsu.edu/gup/syllabusinfo/>”

Week	Date	<p align="center"><b>English 1A- 10 / First-Year Writing, Fall 2020 M/W 1:30-2:45pm</b></p> <p align="center"><b>Course Schedule</b></p> <p align="center"><b>Topics, Readings, Assignments, Deadlines</b></p> <p align="center"><i>*Readings and assignments listed are to be completed <b>BEFORE</b> class</i></p> <p align="center"><i>*Calendar subject to change with fair warning. Changes will be found on Canvas and accompanied by an email</i></p> <p align="center"><i>{TWW= The Working Writer, C=Canvas, CIUI=Can I use I}</i></p>
1	W: Aug 19	<p><b>Read:</b> <b>CIUI Pages 1-38</b></p> <p><b>In Class:</b> “Getting to Know You” activity, Class Syllabus, and Diagnostic Essay.</p>
1	M: Aug 24	<p><b>Read:</b> <b>CIUI pages 39-75 AND TWW pages 2-19</b></p> <p><b>In Class:</b> Why Writing Matters and Reading Texts Critically</p>
2	W: Aug 26	<p><b>Due:</b></p> <p><b>Read:</b> <b>CIUI pages 76-130</b>, Canvas readings: “How to Write with Style” By Vonnegut, <b>AND</b> “Shitty First Drafts” By Lamont</p> <p><b>In Class:</b> Class discussion, Introduction to Genre</p>
2	M: Aug 31	<p><b>Due:</b> Discussion Post on Canvas (1)</p> <p><b>Read:</b> “Proposal” article on Canvas <b>AND TWW pages 36-49</b></p> <p><b>In Class:</b> Discuss the Benefits of Writing <b>AND</b> Writing Situations</p>
3	W: Sept 2	*Labor Day* No School
3	M: Sept 7	<p><b>Due:</b> Discussion Post on Canvas (2)</p> <p><b>Read/Listen:</b> Bob Marley Module <b>AND TWW 78-106</b></p> <p><b>Bob Marley</b></p> <p><b>In Class:</b> How Can I “Listen in” on Writing Conversations/ Drafting a Proposal</p>
4	W: Sept 9	<p><b>Due:</b> Proposal of “The Benefits/Downfalls of Music” (Assignment #1)</p> <p><b>Read:</b> <b>TWW 62-76</b></p> <p><b>In Class:</b> Why Structure and Organization Matter. Pre-writing Strategies</p>
4	M: Sept 14	<p><b>Read/Listen:</b> Bob Dylan Module</p> <p><b>Bob Dylan</b></p> <p><b>In Class:</b> (Assignment #1)</p>
5	W: Sept 16	<p><b>Read:</b> “Advice to My College Freshman”</p> <p><b>In Class:</b> <b>Canvas Activity</b></p>
5	M: Sept 21	<p><b>Read/Listen:</b> Childish Gambino Module and <b>TWW pages 20-34</b></p> <p><b>Gambino</b></p> <p><b>In Class:</b> Strategies for Starting <b>AND</b> Sharing and Responding Context, Audience, and Purpose Audience/ Thesis/ Writing Situation</p>
6	W: Sept 23	<p><b>Due:</b> Discussion Post on Canvas (4) <b>AND</b> Draft of “The Benefits/Downfalls of Music” (Assignment #1)</p> <p><b>Read:</b> “Giver’s Gain” ON Canvas <b>AND TWW 169-215</b></p> <p><b>In Class:</b> Peer Review/Collaboration/ Workshop</p>
6	M: Sept 28	<p><b>Due:</b> Discussion Post on Canvas (5)</p> <p><b>Read/Listen:</b> The Beatles Module <b>AND TWW pages 121-137</b></p> <p><b>The Beatles</b></p> <p><b>In Class:</b> Argument/Audience/ So What?</p>

7	W: Sept 30	<b>Due:</b> Discussion Post on Canvas (6) <b>Read:</b> “Mummy Arts” on Canvas <b>In Class:</b> Canvas Activity
7	M: Oct 5  <b>S. Smith</b>	<b>Due:</b> Final Draft of “The Benefits/Downfalls of Music” (Assignment #1) <b>Read/Listen:</b> TWW pages 138-149 AND Sam Smith Module <b>In Class:</b> Using Your Voice to Connect & Argue Your Issue/ In class proposal writing (Assignment #2)
8	W: Oct 7	<b>Due:</b> Proposal of “Learning to Build Community Through Music” (Assignment #2) <b>In Class:</b> TBD
8	M: Oct 12  <b>T. Swift</b>	<b>Due:</b> Discussion Post on Canvas (7) <b>Read/Listen:</b> Taylor Swift Module AND TWW 231-247 <b>In Class:</b> How to Use Sources/Different Types of Sources, Parenthetical Citations
9	W: Oct 14	<b>Watch video that will be posted to Canvas BEFORE class.</b> <b>In Class:</b> Set up Portfolios, discuss video on Ethos/Pathos/Logos, Conflict, AND The Writing Process
9	M: Oct 19  <b>Akala</b>	<b>Due:</b> Reflection on Canvas <b>Read/Listen:</b> TWW 248-275 AND Akala Module <b>In Class:</b> Write to Think/Learn, The Writing Process
10	W: Oct 21	<b>Due:</b> Draft of “Learning to Build Community Through Music” Assignment #2 <b>Read:</b> <b>In Class:</b> Paper workshop *Bring 2 hard copies of your paper*
10	M: Oct 26  <b>Stromae</b>	<b>Due:</b> Discussion Post on Canvas (8) <b>Read/Watch:</b> Stromae Module <b>In Class:</b> What is Visual Rhetoric? Outside writing activity
11	W: Oct 28	<b>In Class:</b> Canvas Activity
11	M: Nov 2  <b>The Carters</b>	<b>Due:</b> Discussion Post on Canvas (9) <b>Read/Listen:</b> Annotated Bibliography Article on Canvas AND The Carters Module  <b>In Class:</b> Research, Sources *Bring Laptops or another device to conduct research*
12	W: Nov 4	<b>Read:</b> Canvas Reading “Transitions”  <b>In Class:</b> Transitions and Modes of Discourse and Language
12	M: Nov 9  <b>Lizzo</b>	<b>Due:</b> Draft of “Annotated Bibliography” Assignment #3  <b>Read/Listen:</b> Lizzo Module  <b>In Class:</b> Compare and Contrast Discussion and Workshop
13	W: Nov 11	*Veteran’s Day* No School

13	M: Nov 16  <b>RATM</b>	<b>Due:</b> Discussion Post on Canvas (10) <b>Read/Listen:</b> Rage Against the Machine Module <b>In Class:</b> Why does meaning matter? So What?!
14	W: Nov 18	<b>Due:</b> Final Draft “Learning to Build Community” Assignment #2  <b>Read:</b> PDF on Multimodality (MM)  <b>In Class:</b> Presentations and Call to Action (MM questions), Work on ePortfolios, and Workshop. Bring laptop or other device to class.
14	M: Nov 23  <b>RHCP</b>	<b>Due:</b> Reflective essay and Annotated Bibliography <b>Read:</b> The Red Hot Chili Peppers Module <b>In Class:</b> Exploring meaning in music, Go over dates for presentations
15	W: Nov 25	<b>NO CLASS</b> <b>Gobble till you wobble!!</b>
15	M: Nov 30	<b>In Class:</b> Presentations Write-Ups are due for all students. Start of Presentations
16	W: Dec 2	<b>In Class:</b> Presentations
16	M: Dec 7	<b>Due: EXTRA CREDIT</b> Discussion Post on Canvas (11) <b>Class:</b> Presentations  <b>Last Day of Class Instruction!!!</b>  <b>Self-Reflection Day: Take time out of your day to reflect on all of your hard work and success/failures during the semester. Write about it.</b>
Final Exam	<b>W: Dec 9</b>	<b>Due:</b> ePortfolios including <b>Final Reflection and Annotated Bibliography</b> <b>In Class:</b> Presentations and Growth Sharing Exercise 2:45pm- 5:00pm